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ABSTRACT

The aim of a practicum was to integrate language arts and vocational education at the high school level. The following strategies were used: collaboration with vocational teachers; development of cross-curricula activities; reinforcement and evaluation of communication skills in the vocational areas; infusion of occupational relevancy into academics; facilitation of cooperative learning and relevant problem solving; and staff, counselor, and administrator orientation. Two corollary aims were to increase students' communication skills as measured by the State Scholastic Aptitude Test (SSAT) Part 1, and to reduce the dropout rate. Targeted subjects were 100 high school seniors enrolled in 2 Basic Skills English classes and 60 sophomores and juniors enrolled in 3 English II classes. A comprehensive integration plan was designed in which solution strategies were implemented and incorporated into normal class schedules over 35 weeks. Results were positive; objectives were met. Data (teacher and student surveys) revealed the following: (1) teacher collaboration, cross-curricular activities, and applied communication skills could increase integration; (2) students' communication skills increased 5 percent as measured by the SSAT; and (3) the dropout rate was reduced compared to nonpracticum English students. (Appendixes include 57 references; English curricula; surveys and results; memos to teachers; and teacher/administrator and parent orientation materials.) (YLB)

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Integrating High School English and Vocational Education through Teacher Collaboration, Cross-Curricula Activities, and Applied Communications.

by

Alexandra Penn
Cluster 37

A Practicum II Report presented to the
Ed.D. Program in Child and Youth Studies in Partial fulfillment
of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1992

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PRACTICUM APPROVAL SHEET

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Approved:

August 3, 1992
Date of Final Approval of Report

Dr. Thrisha Shiver
Dr. Thrisha Shiver, Adviser

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ABSTRACT

Integrating High School English and Vocational Education through Teacher Collaboration, Cross-Curricula Activities, and Applied Communications. Melbourne, Florida, 1992: Practicum II Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Academic-Education, Integrated-Curriculum, Secondary-Education, Vocational-Education, Educational-Change, Job-Skills, Team-Teaching, School-Restructuring, Basic-Skills, School-Business-Relationship, Problem-Solving, Technological Literacy, Cognitive-Process, Reading-Writing-Relationship.

The aim of this practicum was to integrate academic, specifically language arts, and vocational education by: 1) collaborating with vocational teachers; 2) developing cross-curricula activities; 3) reinforcing and evaluating communication skills in the vocational areas; 4) exploring student career direction; 5) infusing occupational relevancy into academics; 6) facilitating cooperative learning and relevant problem-solving; 7) fostering computer technology and literacy; and 8) orienting staff, counselors and administrators. Two corollary aims were to increase students' communication skills as measured by the State Scholastic Aptitude Test, Part 1 (SSAT), and to reduce the drop-out rate as a result of participants' goal-specific successes.

The following problem-solving steps were taken in which the issues of integration of academic and vocational education were addressed: 1) 100 high school seniors enrolled in two Basic Skills English classes and 60 sophomores and juniors enrolled in three English II, phase 3 classes were targeted as subjects; 2) permission from administrators, teachers, parents and students was obtained when and where necessary; 3) the implementer of the program was also its administrator and facilitator. However, at the 14th and 25th weeks, facilitators changed; and 4) a comprehensive intervention plan was designed in which the afore-mentioned solution strategies were implemented and incorporated into the normal class schedules over a period of 35 weeks.

Results of this practicum were positive; and objectives were met. Data (teacher and students surveys) demonstrated that teacher collaboration, cross-curricula activities and applied communication strategies can increase integration between academic and vocational education. It further showed a 5% increase in students' communication skills as measured by the State Scholastic Aptitude Test, Part 1 (SSAT), and a reduced drop-out rate compared to non-practicum English students. In addition to fulfilling the above prescribed objectives, it was observed that students exhibited high levels of motivation, interest and

cooperation. Findings revealed the value of integrating academic, specifically language arts, and vocational education.

Secondarily, it was recommended that to insure integration of vocational and academic education, school-wide, restructuring of the secondary school be considered. It was further recommended that the one year practicum course be expanded to a complete high school communication course; that students and teachers increase their exposure to the latest technologies by developing business partnerships and technology education programs; and finally that staff development become an intrinsic part of facilitating school-wide integration of academic and vocational education.

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Permission Statement

As a student in the Ed.D. Program in Child and Youth Studies, I give my permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover costs of the microfiching, handling, and mailing of materials.

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Alexandra Penn

CHAPTER I

INTRODUCTION

Description of Community

This practicum was implemented in a secondary school setting. While this is primarily a three year high school, (grades ten through twelve) it incorporates ninth grade for selected special education programs as well as Adult/ Community Education programs. Operational since 1955, the institution occupies a 40 acre site.

The school is centrally located in a small, but rapidly growing, city; and is fed by six other towns and small cities. It is accessible to all of the surrounding areas by main streets and thoroughfares. The feeder communities are socio-economically and culturally diverse, producing a heterogeneous distribution of students. Although employment opportunities are not abundant, high-tech industry dominates the graduates' employment arena. To a lesser degree, service and tourism jobs are also prevalent.

The total elementary and middle feeder school population is 8,383. Average enrollment over the past five years has been 1,369, with 34 freshman, 510 sophomores, 439 juniors and 347 seniors. The racial/ethnic distribution has been, 87.9% white, 8.8% black and 3.3% other. Projections for the next five years remain constant at 1,300, with equivalent ratios.

The combined feeder communities lie within a 500 square mile area and are geographically comprised of swamplands, farmlands, beaches, mangroves and lagoons. Pockets of these communities house small inner-city-like ghettos in which crime (drug dealing and abuse) is a problem. Students from these areas often arrive burdened with the social pathologies indigenous to their inner-city lives.

Practicum subjects/participants were tenth, eleventh and twelfth grade English students also enrolled in at least one vocational course. These students, while predominantly low achievers, were of mixed abilities. Students at this high school are tracked in many academic areas, especially English classes; phase 1 is the lowest and phase 5 the highest. Subjects were divided between five classes, two classes of phase 2 seniors and three classes of phase 3 sophomores and juniors. There were high functioning seniors enrolled in the phase 2 classes because they did not want to challenge themselves in their final year by taking British Literature - the alternative senior

English class. And there were exceptional education students who, by their sophomore, junior or senior year, had been mainstreamed into the regular classroom. Between those two extremes, lie everything from aspiring auto mechanics to homemakers. Another large portion of these class populations was made of young people "marking time," unsure of what they wanted to do when they graduated.

The Basic Skills in English course is offered to all grades; there are between two and three sections for each level, with an average of twenty students per class. Generally, there are only two sections offered to seniors. Emphasis is placed on the mechanics and fundamentals of reading, writing and speaking. Literature is used as a vehicle to strengthen basic communication skills rather than as an art form to be studied. On the other hand, there are approximately 20 phase 3 English classes offered to sophomores and juniors, also with an average of 20 students to a class. While basic skills are also emphasized in these classes, literature is analyzed and studied in relation to its historic and cultural origins.

Therefore, there were approximately 100 students in the target group, with nearly equal numbers of young men and women. The racial/ethnic ratio in the Basic Skills in English classes, was four to one, whites to blacks and others; in contrast to the school's nearly nine to one. Because the phase 3 English

classes represent the majority of the school's student body, the racial/ethnic ratio was exactly the same as that of the school's four to one.

The problem, which this practicum addresses, has never been dealt with at this work setting.

Writer's Work Setting and Role

The practicum implementer/writer instructs both Basic Skills in English classes offered to seniors as well as three of the twenty phase 3 World Literature classes for sophomores and juniors. The writer is a full-time tenured instructor, dually certified to teach English at the junior/secondary school levels and the visually impaired at all grade levels. Nine of the writer's thirteen-years' teaching experience has been in teaching high school English to a variety of ability groups; four years have been in special education.

The writer has a great interest in computer technology and is proficient in word-processing, data processing, computer aided graphic design and computer aided drafting software. Fluency includes knowledge of over fifty software packages on four operating platforms: IBM, Tandy, Apple and Macintosh. The writer also works as outside educational consultant and curriculum developer to a computer consulting firm.

Meeting mandated objectives, curriculum, and syllabus via state-adopted texts is a school-prescribed responsibility at

this work setting (See Appendices A and B). Therefore, the writer's on-going, self-imposed responsibility has been to merge student/teacher objectives with those of the local school government; and to consolidate imposed curriculum, syllabus and texts with those relevant to student/teacher desired learning outcomes.

Another self-imposed responsibility has been to address the students' needs and vocational objectives. Both the Basic Skills in English classes and the phase 3 literature classes are generally made available to students who are not university bound. The Basic Skills classes are an alternative to the English classes which emphasize the study and interpretation of literature. The phase 3 literature classes attempt to provide average students with some exposure to literature, with emphasis on improving reading and writing skills. Therefore, it was the writer's assumption that students enrolled in phase 2 and 3 English classes would benefit from a practical solution to their literacy requirements, and that those requirements should be vocationally linked. The writer attempted to assist students in developing a clear picture of their vocational goals, and then in obtaining an objective understanding of their literacy strengths and weaknesses in relation to those goals.

CHAPTER II
STUDY OF THE PROBLEM

Problem Description

A situation which needed improvement in this setting was: the carry-over of English skills into the vocational areas, and the development of language skills relevant to students' career/vocational areas of interest. Curriculum in vocational classes is aimed at developing career skills, while English curriculum attempts to improve students' literacy skills. Simply stated, the problem was lack of integration between high school English curriculum and the vocational areas of education.

In five years of teaching English, phases 2 through 5, at this high school, the writer encountered the greatest amount of student apathy from phases 2 and 3. Students in these phases reported that they did not find their course work relevant to their interests. They frequently complained about the content of their assignments. With grade point averages at or below

2.0, and a higher than average likelihood of dropping out, students in these two phases most commonly fell into the "at-risk" category.

In conferencing with other instructors of phases 2 and 3 English, this writer found that they too experienced student apathy. They reported that students demonstrated reluctance in completing required assignments and were oftentimes discipline problems in the classroom, particularly in the phase 3 classes, where students abilities seemed to be diametrically opposed to their levels of motivation. English teachers of these classes expressed a desire for syllabus and related course materials/text which would motivate students and tie into their career/vocational interests.

In contrast, conferences with vocational teachers indicated that students were generally interested in course content; willing to work; and well behaved. However, vocational teachers, for the most part, complained about their students' basic skills. They suggested that their students' performances were handicapped by, among other academic weaknesses, poor reading, writing and research skills.

Parents expressed their concern for their children's basic skills, as they related to "real-world" application. In conferences with parents of non-college bound students over the years, the writer found that parents' major concerns

seemed to deal with how well prepared their children were to compete in the work place (Penn, 1990).

Counselors at this work setting also shared their concerns about students' vocational literacy skills keeping pace with changes in the work environment. Communication that counselors had with private industry spokespersons indicated a greater need for technical and service oriented literacy skills. Counselors did not see that change reflected in their students' language skills (Penn, 1990). They too reported that the phase 2/3 students with whom they counseled, shared a growing disdain for their English coursework.

Finally, declining verbal scores on the S.A.T. was a concern at both the school and county levels in Brevard County. The 1989-90 school year saw Brevard County S.A.T. scores fall below the national average for the second consecutive year.

In summary, the dominant sentiment, of students, professionals and parents concerned, was that there was a lack of (a) carry-over of English skills into the vocational areas, and (b) development of language skills relevant to students' career/ vocational areas of interest. Simply stated, <u>there was a lack of integration between high school English curriculum and the vocational areas of education.</u>

Problem Documentation

In documenting the problem, four sets of data were investigated: vocational teachers' survey, English teachers' survey, students' survey and school drop-out rates. The following data gives evidence that the problem existed.

(1) Results of vocational teachers' surveys (10 out of 13 vocational teachers at this school responded) indicated that students were not functionally literate with respect to their specific vocational objectives (See Appendix C).

(2) Combined results of English (10 out of 16 English teachers at this school responded) and vocational teachers' surveys indicated that, despite an expressed desire to integrate vocational and English skills, little effort and no plans had been put into effect (See Appendix E).

(3) Results of students' surveys (72 out of 100 students surveyed responded) indicated that most English teachers seldom or never made assignments vocationally relevant, and that most vocational teachers seldom or never evaluated communication skills (See Appendix E).

(4) Over the last five years, non-college-bound high school students had an average drop-out rate of 7% compared to the school-wide drop out rate of 4%.

Causative Analysis

To a large extent, there was a lack of integration between high school English classes and vocational education as evidenced in the absence of collaborative teaching and relevant curriculum. This analysis can be further broken down into five causative areas.

(1) English and vocational teachers did not jointly determine ways in which mutual students' communication skills could be improved. English teachers were unaware of vocational classes or interests in which their students were involved. Concurrently, vocational teachers were unaware of students' academic weaknesses. In general, there was an absence of collaboration between English and vocational teachers to jointly develop strategies which would improve literacy skills in both English and vocational classes.

(2) English and vocational teachers did not develop and implement cross-curricula assignments which would fulfill course standards in both areas.

While English and vocational course objectives may have overlapped, curriculum did not. Students chose vocational courses haphazardly throughout their three years of high school. While counselors were careful to place students in academic areas according to their grade-level and ability, which they assessed according to standardized testing and past academic history, vocational classes were taken willy-nilly as electives or simply to fulfill the vocational course requirements. Therefore, there was no correlation between students enrolled in a given English class and those enrolled in specific vocational classes. While, for the most part, all sophomores were enrolled in, for example World Literature, they may have been enrolled in one or more of over a dozen vocational courses. Concurrently, students enrolled in any given vocational class may have been enrolled in one or more of over a dozen English courses. Therefore, cross-curricula assignments which would fulfill standards in both English and the vocational areas, and which would involve some degree of individualized instruction, had not been developed.

(3) Vocational teachers seldom evaluated communication skills. Although vocational teachers reported that their students had poor communication skills (See Appendix C, items 8-18), student surveys indicated that strategies and evaluation methods to improve communication

skills were seldom implemented in vocational classes (See Appendix E, items 7-10). Assignments involving the demonstration of good communication skills did not adequately incorporate evaluation and feedback strategies.

(4) **English teachers did not investigate students' vocational interests in order to focus relevantly on communication skills.** Students reported that assignments given in English classes did not help them with assignments in their vocational classes (See Appendix E, items 2-6). As, vocational classes are, by definition, occupation or career related, it may be said that assignments given in English classes may not have adequately helped students with communication skills needed in their career interests.

(5) **Required text books and curriculum were not relevant to students' vocational interests.** There were two required texts for each grade level: an anthology (World Literature for sophomores, American Literature for junior and British Literature for seniors) of assorted short stories, essays, plays and poetry; and a grammar book. The curriculum generically targeted literature skills, reading skills, word attack skills, and composition skills. By the time students had got to their senior year, they had been through three years of period literature, related writing assignments and research papers. Teachers reported that it was difficult to motivate students to

improve their basic skills when the syllabus tools with which they worked were not relevant to their students' interests.

(6) Students were not given sufficient opportunity to take an active role in their learning. They were products of the most widely practiced and accepted classroom methodology - teacher as disseminator. In that arena, the instructor becomes the distributor of information rather than the facilitator for acquiring experience and knowledge. Once again this model did not parallel the work situation, in which an employee is given a problem or task and expected to find a way to solve or accomplish it. Students in the teacher-oriented classroom were not given the opportunity to practice cooperative, team effort -- a much valued skill in private industry.

(7) Students were not sufficiently exposed to technology which they would be required to use in private industry. Computers (specifically word processors) were, unfortunately, not considered a major equipment requirement in the English classroom and, therefore, were not made a part of its budget. One word-processing lab was available to all 16 English teachers at this work setting and was, therefore, difficult to access. While most English instructors at this work setting saw the need for use of computer technology, they also felt ill-prepared to use

computers as a teaching tool. Therefore, even when given the opportunity to incorporate computers into an English program, via the lab, technologically insecure teachers tended to shy away from them.

(8) **Vocational and academic teachers were not familiar with the principles of integrating academic and vocational education.** Vocational teachers had not received inservice training on methods and benefits of reinforcing academic skills in their vocational coursework; and, likewise, most English teachers were not familiar with "applied" teaching methods or with building vocational relevancy into their programs.

Relationship of the Problem to the Literature

The problem was broadly evidenced in the literature. The authors have outlined impacting factors of the problem, have given evidence supporting its existence and have revealed several causal factors.

Impacting Factors - There was widespread agreement that continued lack of integration between academic and vocational education would adversely impact the workplace. Sechler and Crowe (1987) discussed the impact of poor basic skills on student drop-out rate and the future of the workforce; while Sticht (1960) warned that there would be a decline in prepared young workers, and an increase in service and technology-related occupations. Mikulecky (1988) asserted that "...the quantity and complexity of literacy demands appear to be increasing in most sectors of the workplace" (p.1) and that communication skills required on the job are very different from those taught in schools (1987).

Wirt (1991) believed that because so many students are served by vocational education, it is critical that academics and vocational education "compliment each other" (p.429).

The Washington Post quoted David Kearns, deputy secretary of education and the former head of Xerox, as saying that "the workplace will be a completely different environment by the end of the decade" (Mann, 1991, p. B3).

An October 1991 issue of The Polling Report, indicated that results of a measure of how "employers and higher educators assess today's crop of high school students show a uniformly low regard for what American high schools are turning out" (Harris, p. 1). Mishel and Teixeira discussed a "labor shortage" as well as a "skills mismatch" in their 1991 Roll Call article; they called for policies which "put the economy on a high-skill and high-wage path" (p.8). However, while employers and higher educators are generally critical of high school graduates, Education Week indicated (Welsman, 1991) that only 14% of employers report having on-the-job remedial programs.

In a U.S.A. Today interviewed (1991), Labor Secretary Lynn Martin stated that unless changes are made in education, young people will be unable, as a workforce, to contribute to the quality of life. She added that 70% of our students do not complete college and 50% do not ever go to college; yet we

continue to teach to the 30% or less which are college bound. The Washington Post (Vobejda, 1988) in its summary of the William T. Grant Foundation reported on the decline of stable, well paying jobs not requiring advanced training, stated that due to changes in our economy, the 20 million young people, who are not college educated, will have more difficult lives than they would have had in the past. These young people have been dubbed "the forgotten half" (U.S. News & World Report, June 28 1989, p. 45); for although the nation's economic future may depend on them, they have been neglected by educators and ignored by business and industry.

Supporting Evidence - Over the last several years there has been increased legislative attention given to vocational education. On September 25, the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 was approved. One of its proposals was that vocational and academic education be integrated (Wirt, 1991). In May 1990, at "The Quality Connection: Linking Education and Work" conference, jointly sponsored by the Department of Education and the Department of Labor; then U.S. secretary of education, Laura Cavazos reiterated the need for integration of academic and vocational education (Kolde, 1991).

Further evidence for the problem was found in the work of authors who specifically called for integration of academics and vocational education. Pipho (1989) wrote that 'matching work-force needs to human skill availability may be the next challenge facing education" (p. 26). Research findings of Raizen (1990) suggested that academic skills should be taught in relation to their practical applications.

Gray (1991) stated that integrating vocational and academic education was not just a problem which impacted vocational education; it was one which had to be addressed school-wide. Wirt (1989, 1991), in his call for vocational reform, considered integration of academic and vocational education one of four essential changes. Rosenstock (1991) believed that the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 ought to "grab the attention" of regular educators as it suggests that schools integrate vocational and academic education (p. 434).

Mikulecky, Stitch and others addressed the problem of academic/vocational integration, specifically as it related to vocational literacy. Mikulecky and Drew (1988) wrote that "research has revealed that reading, writing and computation in the workplace is ubiquitous and at a relatively high level" (p.1). Sticht (1980) in his study, found that it was important to study reading within a vocational setting.

Causal Factors - Mikulecky and others (1988) argued that the absence of curriculum relevancy is one causal factor inhibiting the integration of academics and vocational education. The author argued that "traditional schooling" leaves an "unfilled vacuum" in teaching functional literacy because it does not focus on relevant technical material. Mikulecky and his co-authors (1987) have also purported that while on-the-job reading is task-related, purposeful and productive; secondary school students read to fulfill teacher-prescribed assignments.

Anderson and Beck (1990) spoke to lack of collaboration of academic and vocational departments and teachers as a causal factor for absence of integration. Anderson stated that education has become distant from life as academic subjects increasingly "compartmentalize;" while Beck (1990) believed that squeezing vocational education into electives keeps it from becoming an integral part of the student's total education.

Finally, the Maryland State Advisory Council on Vocational-Technical Education (1989) reported the following as "barriers to integration" (a) lack of well established models ; (b) demands on teachers time; (c) lack of resources; (d) lack of support; and (e) lack of assessment instruments.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and objectives were projected for this practicum. The goal of the practicum is to integrate high school English and vocational education.

Over an eight month implementation period, it is **expected that** (a) practicum participants will demonstrate functional literacy with respect to their specific vocational objectives; (b) a plan which will enable vocational and English teachers to integrate their subject areas will be developed and implemented; (c) a model curriculum for an applied English course will be developed and implemented; (d) a plan to reinforce and evaluate communication skills in the vocational classes will be developed and implemented; and (e) as a result of goal-specific successes, participating students shall experience a minimum reduced drop-out rate of 5%.

Behavioral Objectives

The writer expected to find four measurable changes in behavior at the end of the practicum.

1. Students would demonstrate a minimum increase of 5% on the language section of the county version of the State Student Assessment Test , Part 1 (SSAT), (1985).

2. Teacher surveys would indicate that there had been collaboration and cross-curricula activities developed between target English classes and the vocational areas. (See Appendices C and D).

3. Student surveys (practicum participants) would indicate that English assignments were vocationally relevant, and communication skills were reinforced and evaluated in vocational classes (See Appendix F).

4. Participating students would drop-out 5% less than those students, enrolled in phase 2 /3 English classes but not involved in the practicum.

Measurement of Objectives

Students were given the language section of the county version of the State Student Assessment Test, Part 1 (SSAT) (1985). This is a standardized language test (reading comprehension and writing) that was administered in a group. Students were tested during the first week of the practicum and again on the last week of the program. They were given the same test and the same amount of time in which to complete it (90 minutes). Pairs of scores for each of the students were obtained, charted and statistically compared for significant differences (See Tables 1 and 2).

Surveys (See Appendices C-F) were also administered to practicum participants on the final week of the program. Survey results were obtained, charted and statistically compared to pre-practicum surveys for significant differences.

School drop-out records were reviewed at the end of the eight months. Attrition rate of students involved in the practicum were compared to all other students enrolled in English classes.

As a result of daily planning and record keeping as well as the statistical analysis of test and survey results, a model curriculum for an applied English course and a strategy to reinforce communication skills in vocational classes was developed.

Finally, a daily journal was kept, in which unexpected occurrences were recorded. Student responses and comments, as well as the writer's insights and perceptions were also recorded.

CHAPTER IV
SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Solutions to the practicum problem, lack of integration between high school English curriculum and the vocational areas of education, were examined and evaluated in terms of those offered by the literature.

Gray (1991) called for the **restructuring of secondary schools** as a solution to the problem. He explained that academic and vocational education have been historically segregated; and that not only is their integration essential for vocational education reform to occur, but change in the entire secondary education curriculum is necessary. He defined a program which incorporates broad occupational skills with emphasis on "academic and workplace literacy skills and content" (p. 444). In the same realm, Resnick and Klopfer (1989) agreed that vocational education must become part of the "thinking curriculum" (p. 1).

Kolde (1991), on the other hand, advocated **restructuring of vocational education;** he contended that in order to attract students of all abilities to vocational education and in order to better prepare them for the work-force, vocational education must be redefined and more broadly focused to include "high-order thinking and problem-solving skills" (p.454).

Pritz (1988) also supported the theory that **applying academic competencies and assessment to vocational skills** can improve students' learning. However, the following solutions which she posed (1989) indicated that change in vocational education alone is not sufficient. Pritz suggested cross-correlation of vocational and academic curricula; adaptation of curriculum materials; shared lesson planning; and supporting students' varied learning styles. Her later work with Davis (1990) asserted the premise that "(a) academic skills are embedded in vocational tasks; (b) vocational tasks allow real-world application of basic skills; and (c) basic skills and vocational skills should be taught together" (p. 38).

Collaboration was offered as a solution to the problem by several authors. Barbieri and Wircenski, (1990); and Wircenski and West (1990) are proponents of a collaborative effort between academic and vocational teachers to plan mutually supportive classroom activities. Rosenstock agreed

that (1991) vocational and academic teachers should work together "to see their mission as joined - not divided between those who prepare students for college and those who prepare them for work" (p. 433). Sarkees-Wircenski & West (1990) insisted that the "team-approach" be used to insure integration.

Rosenstock also (1991) reminded educators that vocational programs already incorporate many of the "new" teaching strategies, specifically **"experiential and applied learning"** as well as **"cooperative learning"** and **"performance as assessment"** (p. 435). He argued that those strategies be used collaboratively by vocational and academic teachers to organize **cross-curricula activities.** McIlvoy (1989) believed that vocational educators can help solve the literacy problem; and, like Johnson (1987), suggested that the methodology should include collaboration and cooperation. Johnson (1987), in addressing human relations and vocational objectives, indicated that if the teacher acts as facilitator towards achieving "positive interdependence" between the students, they will develop skills much valued for the work force: interaction, accountability, collaboration and processing. His assumptions were two-fold: (a) that without these skills, literacy acquirements cannot be applied and (b) that positive interdependence can be a tool with which vocational literacy can be better achieved.

The literature also focused on **infusing vocational relevancy into academics.** Grubb and Norton (1991) suggested that schools move towards integration of vocational and academic education by integrating coursework, using the academy model, creating occupational clusters, and developing career paths. Babich & Cassidy (1990) recommended that credit, earned for academics, should be based on competency and vocational application. The Florida Blue-Print for Career Preparation encouraged non-vocational faculty members to participate in interdisciplinary planning and use of applied techniques and teaching strategies. It encouraged new applied subjects or higher levels of existing applied courses to the ordinary high school curriculum.

The literature also suggested that emphasis be placed on **developing workplace literacy skills** in order to achieve complete integration of academic and vocational education. Gray (1991) defined workplace literacy as a combination of identifying and solving problems, making decisions, and working effectively in groups. He believed that these skills should be built into vocational education. Hunter and Aiken (1987) also agreed that problem-solving activities can be an important aspect of vocational literacy programs. They urged educators to incorporate these, and the development of communication skills, into vocational instruction. Moore

(1978) concurred that combining literacy with career development is both logical and feasible. Imel (1989) offered six solutions to the problem of vocational literacy and integration. They were: (1) more communication between education and private industry; (2) better publicity for vocational education; (3) the teaching of basic skills such as English in the vocational areas; (4) the instruction of useful generic vocational skills such as decision-making and problem-solving; (5) more on-the-job training; and (6) emphasis on "applied" basic skills.

Other researchers take a **holistic approach** to the problem. Anderson (1990) has outlined eight models for integrating academic and vocational education: 1) academic competencies should be a part of vocational courses; 2) vocational and academic teachers should collaborate on fusing academic competencies into vocational courses; 3) academic curriculum should become vocationally relevant; 4) modify the curricula of both vocational and academic courses; 5) implement the academy model; 6) occupational clusters should replace segregated departments; and 7) maintain single-occupation high schools.

Anderson's eighth and final model stated that **students should form career directions**, and introduced a new solution to those already mentioned. It is his contention that

the forming of student career objectives is fundamental to infusing vocationally relevant materials into the academic areas.

An additional solution was offered by Bottoms (1989) and Adelman (1989), who stressed the need for **staff development and inservicing** of both academic and vocational teachers. Parrish (1982) and Parish & Others (1983) also supported the importance of workshops and inservicing for vocational teachers, particularly those working with special needs students.

The Maryland State Advisory Council on Vocational-Technical Education (1989) also advocated a holistic solution with "curriculum and professional development supported by funding; strong leadership; involvement of both academic and vocational teachers; and enough time for restructuring the curriculum" (p. 1).

Several authors discussed the benefits of using **computer technology** to achieve integration between vocational and academic education. Johnson, Johnson and Male (1986) and Johnson, Johnson and Stanne (in press-a, in press-b) found that the use of computers in the classroom can allow the instructor to incorporate technological, vocational, and interpersonal literacy. McCarthy (1989) outlined ways in which teachers could use computer networks to achieve an

integrated curriculum. Teachers who do not share planning periods or who can not combine classes, can, never-the-less transfer lesson plans, data base information and student work across a network and achieve an integrated curriculum. Peyton (1989) and Souviney and Souviney (1989) discussed the benefits of computers as they related to writing programs. They also hailed the interdisciplinary aspects of computer networking as it relates to writing. Knapp (1990), in her description of the Apple Classroom of Tomorrow (ACOT), classified three kinds of collaborative, net-work supported learning: self-paced, project-based, and knowledge-building.

The literature posed provocative solutions to the practicum problem as well as generated new ones for the writer. In summary, 13 such solution-ideas included

1) restructuring of secondary schools;
2) restructuring of vocational education;
3) applying academic competencies and assessment to vocational skills;
4) collaboration;
5) experiential and applied learning;
6) using cooperative learning models (i.e.. the Johnson& Johnson ,1987; and Johnson, 1988), and relevant problem-solving simulations;
7) performance as assessment;

8) cross-curricula activities;
9) infusing vocational relevancy into academics;
10) developing workplace literacy skills;
11) assisting students form career directions;
12) staff development and inservicing; and
13) infusing computer literacy skills into the academic curriculum.

The writer considered all of the above ideas to be applicable and viable solutions to the practicum problem. However, not all of them were possible or practical, given the implementer's work setting and powerbase. For example, restructuring this secondary school or modifying its vocational department was not within the realm of this practicum. While collaboration with vocational teachers was possible for purposes of improving mutual students' communication skills, the extent to which vocational teachers applied academic competencies in their classes could not be controlled by the implementer. Concurrently, the only academic area which could be practically impacted by this practicum was English, specifically the five classes taught by the implementer.

The kinds of solutions to the practicum problem which were both relevant and plausible were those that had proven successful in the past and that may be carried out by the implementer. Also pertinent to the choosing of practicum

solutions were the writer's comfort and familiarity with the implementation of those solutions. For example, the writer worked extensively adapting and supplementing required texts with vocationally relevant materials as well as infusing applied methods of communication into the regular English curriculum to include decision-making and problem-solving models. The implementer was comfortable collaborating with vocational teachers in order to develop cross-curricula activities and to create reinforcement methods for communication skills in the vocational classes. The writer was experienced in the use of the microcomputer as a teaching tool, and was comfortable implementing a computer-related solution to the practicum problem. Facilitating a cooperative learning environment in the classroom was not new to the implementer; therefore the use of that model was another proven practical approach the writer could implement. While formal staff inservicing was not possible, this writer expected to impact staff development by virtue of collaborative efforts with the vocational department and by regular communication with English teachers, apprising them of practicum progress and results.

Description of Selected Solutions

The following practical, proactive solution strategies were chosen to address the practicum problem. These solutions were based on sound suggestions posed by, and generated from, the literature as well as a determination to remain within the domain of the implementer's power base and specific professional experience.

(1) **Collaboration** - A procedure which would enable English and vocational teachers to jointly improve mutual students' communication skills was developed and implemented.

(2) **Cross-curricula activities** - Assignments which fulfilled course standards in both English and vocational areas were developed and implemented.

(3) **Reinforcement and evaluation of communication skills** - The SCANS Report was offered as a basis for reinforcing and evaluating communication skills in the vocational areas.

(4) **Career direction** - In order to focus relevantly on communication skills, students' vocational objectives were investigated using the Job-O, vocational interest survey.

(5) **Infusing vocational relevancy into academics** An applied communication course was developed and implemented using materials and audio-visuals adapted by the Agency for Instructional Technology. Required texts were adapted and supplemented with vocationally relevant materials.

(6) **Cooperative learning** - The Johnson and Johnson model of cooperative learning and relevant problem-solving simulations was implemented to encourage students to actively participate in their own skill building.

(7) **Computer technology** - computer literacy skills such as word-processing and data-base management were incorporated into the English curriculum. Technology is not only an important aspect of the work arena, but it has also proven to be an intrinsic aspect of classroom methodology. Combined with cooperative learning models, the incorporation of the computer in a vocational literacy program can build students' technological, vocational and interpersonal skills.

(8) Staff development - Administrators, counselors, English and vocational teachers were each given a short presentation, accompanied by pertinent literature which summarized the objectives and strategies of the practicum. Staff development also occurred by virtue of collaborative efforts with the vocational department and by regular communication with English teachers, apprising them of practicum progress and results.

Report of Action to be Taken

The following problem-solving steps were taken in which the issues of integration of vocational and academic education at this high school were addressed.

(1) Target subjects were comprised of the students enrolled in two phase 2 senior English classes and three phase 3 sophomore and junior classes. There were approximately 100 equal numbers of young men and women. The racial/ethnic ratio in the Basic Skills in English classes, was four to one, whites to blacks and others, in contrast to nearly nine to one in the phase 3 English classes.

(2) Permission from administration was obtained to conduct the surveys, inservices, and testing. It was necessary to employ the assistance of the school's occupational specialist to administer the Job-O 1985-1995 (1987) as well as that of the vocational teachers to develop cross-curricula activities. Letters were sent to parents informing them of their children's participation in the practicum. Finally, although the practicum

was a part of the students' regular English class, a request for students' cooperation and participation was needed and obtained.

(3) While the implementer/writer acted as primary administrator, facilitator and monitor of the practicum for the first 13 weeks (with the exception of the occupational specialist, as mentioned above), a new facilitator was introduced on the fourteenth week. During that week, the new facilitator apprenticed with the implementer; objectives, materials and procedures for the remaining 23 program weeks were explained and computer training took place. Due to extenuating circumstances, at week 25, it became necessary to once again change facilitators. However, it was not possible to provide a period of apprenticeship for this newest facilitator; therefore, several hours of training was provided pertaining to the objectives, materials and procedures for the remaining ten weeks of the practicum program.

(4) A comprehensive intervention plan was designed in which the afore mentioned solution strategies were implemented over a 35 week period according to the following timeline.

Week 1 -

Objectives: To insure that all students registered in target classes were also registered in at least one vocational class.

Materials: Student schedules.

Procedures: Students registered in target classes but not registered in at least one vocational class were either placed in a vocational class (if in students' original class request) or they were transferred out of target classes. Students registered in vocational classes were placed in target classes wherever possible. Students' grade point averages (GPA) were reviewed, and only those students with a 2.0 GPA or lower were accepted into the target classes.

Week 2 -

Objectives: To familiarize administrators, counselors, vocational teachers and English teachers with the practicum problem, intended solutions and anticipated outcomes.

Materials: Overview of practicum problem (See Appendix G), intended solutions and anticipated outcomes and *The Bridger's Guide* for administrators, counselors and teachers from the BASICS package (1987).

Procedures: Implementer prepared and presented a fifteen minute overview of practicum problem, intended solutions and anticipated outcomes to administrators, counselors, vocational teachers and English teachers. Oral presentations were

accompanied by written information highlighting important points of the presentation as well as the specific modules of BASICS (1987) *The Bridger's Guide* for each of the above professional groups.

Week 3 -

Objectives: To initiate communication between implementer and target students' vocational teachers.

Materials: Memo and target student lists to specific vocational teachers (See Appendix H).

Procedures: Implementer sent a list of mutual target students to respective vocational teachers as well as a memo requesting that the vocational teacher indicate what time(s) were most convenient for conferencing with implementer about students and/or cross-curricula activities.

Week 4 -

Objectives: To orient students and their parents to elements and purpose of the practicum, and to gather entrance data.

Materials: Letter of introduction to parents; the language section of the county version of the State Student Assessment Test, Part 1 (SSAT) (1985); and the JOB-O career interest survey (1985).

Procedures: Elements and general purpose of the practicum were discussed with students and a letter of introduction was sent home to parents (See Appendix I). The above stated

communication assessment test and interest survey were administered.

Week 5 -

Objectives: To acquaint students with cooperative learning and to give them experience in participating in this model while focusing on making the commitment to stay in school.

Materials - Johnson & Johnson's (1988) Cooperation in the classroom; and film Dropping Out: Road to Nowhere (1989).

Procedures - Implementer facilitated selected cooperative learning activities from the above text in order to orient students to the model and give them experience in participating in it. Above film provided stimulus out of which cooperative activities emerged.

Week 6 -

Objectives - To give students the opportunity to review results of assessment tests and interest surveys; and to cooperatively explore and establish career objectives and attitudes.

Materials - Johnson's (1987) Human relations and your career, and the film Are You Ready? (1990).

Procedures - Assessment test and interest survey results were used to assist students in understanding their communication strengths and weaknesses as well as their career interests. Implementer facilitated selected cooperative learning activities from the above text in order to give students the opportunity

to cooperatively explore and establish career objectives and attitudes. Above mentioned film was used as the basis for discussion and activities.

Week - 7

Objectives: To develop a matrix of mutual course standards to assist vocational teachers reinforce students' communication skills (See Appendix J) and to introduce the SCANS Report (1991) as a standard for reinforcing and evaluating communication skills in the vocational areas.

Materials: State/county course standards for secondary school language arts and each of the vocational areas; and the SCANS Report (1991).

Procedure: Implementer developed and distributed a matrix of mutual course standards for secondary school language arts and each of the vocational areas to help vocational teachers reinforce communications skills where possible (See Appendix J).

Week 8 -

Objectives - To orient students to the micro-computer and word-processing program; to assist students in developing a plan to achieve their short term and long term goals regarding careers; and to develop related cross-curricula activities with vocational teachers.

Materials/Equipment - LeScript II word-processing software; LeScript II Manual (1989); TRS-80 computers and output device.

Procedures - Students were introduced to the microcomputer and given hands-on experience with LeScript word-processing software by outlining a plan to achieve their short term and long term goals. The weeks objectives and procedures were shared with vocational teachers; however, no cross-curricula activities emerged.

Week 9 -

Objectives - To concurrently build students' technology, language and collaborative skills; and to develop related cross-curricula activities with vocational teachers.

Materials/Equipment - Johnson, Johnson, & Male's (1986) Cooperative learning and computers: An activity guide for teachers; LeScript II word-processing software; LeScript II Manual (1989); TRS-80 computers and output device.

Procedures - Implementer facilitated selected word-processing activities, from above text and software manual; students were given the opportunity to interact collaboratively with one another and with the computer while building language skills. The week's objectives and procedures were shared with vocational teachers; a cross-curricula activity was developed in which Commercial and Graphic Art students were asked to

design a letter-head/logo for their class stationery (for use on computer).

Week 10 -

Objectives: To identify and define the components of the communication process; to identify barriers to communication; to demonstrate strategies for overcoming these barriers; and to develop related cross-curricula activities with vocational teachers.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 1.

Procedures: Students read about and discussed components of the communication process. Using group process, they participated in simulations in which they identified, and implemented strategies, to overcome communication barriers. The week's objectives and procedures were shared with vocational teachers; however, no cross-curricula activities emerged.

Week 11 -

Objectives: To communicate effectively in the workplace; and to develop related cross-curricula activities with vocational teachers.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 1; LeScript II word-processing software; TRS-80 computers and output device.

Procedures: Students were introduced to effective workplace communication, specifically: listening, speaking and writing. Related activities were practiced individually, in groups and on the computer. The week's objectives and procedures were shared with vocational teachers; a cross-curricula activity was developed in which students were asked to practice note-taking skills in their respective vocational classes.

Week 12 -

Objectives: To apply occupation specific communication skills; and to develop related cross-curricula activities with vocational teachers.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 1; LeScript II word-processing software; TRS-80 computers and output device.

Procedures: Students practiced effective listening, speaking and writing skills in situations that might be found in: business and marketing; health; home economics; technical, trade, or industrial occupations. They participated in activities involving pairs, small groups and computer work. The week's objectives and procedures were shared with vocational teachers; however, no cross-curricula activities emerged.

Weeks 13 and 14 -

Objectives: To observe and analyze group interaction; to identify and use group process to achieve consensus or

compromise; and to develop related cross-curricula activities with vocational teachers.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 6.

Procedures: Students were introduced to the importance of small groups in the workplace. They participated in and observed group communication, and practiced using leadership skills within a work team. Students practiced making decisions using real workplace situations. The week's objectives and procedures were shared with vocational teachers; a cross-curricula activity was developed in which students were asked to report on a group activity in their respective vocational classes.

Weeks 15 and 16

Objectives: To strengthen job-specific vocabulary and word-attack skills; to strengthen job-specific reading and writing skills; and to develop related cross-curricula activities with vocational teachers.

Materials: Selected vocabulary and reading material from each students' vocational class.

Procedure: The week's objectives and procedures were shared with vocational teachers; a cross-curricula activity was developed in which students were asked to provide vocabulary words and reading selections from their vocational text books.

Word-attack, reading comprehension and writing assignments were designed and implemented using students' vocational materials.

Weeks 17 and 18

Objectives: To identify needed information and the appropriate written and oral sources of the information; to adjust reading strategy depending upon the purpose for reading and materials being read; to evaluate and select sources of information; to summarize information in the form of notes; to request information in writing; and to develop related cross-curricula activities with vocational teachers.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 2; LeScript II word-processing software; TRS-80 computers and output device.

Procedures: Students were introduced to the importance of information gathering in the workplace. They practiced questioning and note taking skills as well as selection of appropriate sources of information. Handbooks, manuals, written directions, and procedure and policy manuals were used to give students practice gathering written information quickly and effectively. Tables, charts and graphs were used to give students practice locating and interpreting visual information. Students read about ways of accessing information from computer databases. They also practiced

making written requests for information. The week's objectives and procedures were shared with vocational teachers; a cross-curricula activity was developed in which students used reading selections from their vocational text books to practice above information- gathering skills.

Week 19 -

Objectives: To practice information gathering skills in occupation specific situations; and to develop related cross-curricula activities with vocational teachers.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 2; LeScript II word-processing software; TRS-80 computers and output device; Occupational Outlook Handbook (1984) and school media center materials.

Procedures: Students practiced information-gathering skills in situations that might be found in agriculture; business and marketing; health; home economics; technical, trade, or industrial occupations. They participated in activities involving pairs, small groups and computer work. The week's objectives and procedures were shared with vocational teachers; a cross-curricula activity was developed in which students were asked to gather, and report on, information specific to their respective career choices (as revealed by the Job-O).

Weeks 20, 21 and 22

Objectives - To refocus on and evaluate identity, career and life goals using Johnson (1987) model; to generate a report about career choices using information-gathering skills, cooperative skill-building, and problem-solving experiences encountered in the practicum; and to evaluate job preparedness with respect to vocational literacy.

Materials - Johnson's (1987) Human relations and your career ; the U.S. Department of Labor (1984-1985 ed.) Occupational Outlook Handbook; additional library and/or other references; LeScript II word-processing software; LeScript II Manual (1989); TRS-80 computers and output device.

Procedures - Implementer will facilitate selected interpersonal activities, which will give students the opportunity to further explore their identities and their social roles as they compare to their career objectives. Utilizing skills which the students worked to build during this implementation period (cooperation, collaboration, and vocational and computer literacy), they will work in pairs to produce a research report pertaining to their career and to the cooperative skill-building and problem-solving experiences of the practicum as it related to vocational literacy and job-preparedness. Department of Labor handbook, vocational class resources and additional

library resources will be used to give students further insight into their career choices.

Week 23 -

Objectives: To understand the flow of communication in the workplace; to understand and interpret verbal and nonverbal messages from co-workers; to use reflective listening and assertive communication skills to solve interpersonal problems.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 5.

Procedures: Students were introduced to communication networks in the workplace. They practiced listening skills in order to build supportive communication with co-workers (fellow students). Students learned to share information about processes and procedures as well as learn conflict resolution techniques. Reflective listening and assertive communication were practiced; students were made aware of how prejudging and stereotyping could cause communication barriers.

Weeks 24 and 25

Objectives: To sharpen communication skills with co-workers in occupation-specific situations; and to develop related cross-curricula activities with vocational teachers.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 5.

Procedures: Students practiced communicating with co-workers (fellow students) in situations that might be found in agriculture; business and marketing; health; home economics; technical, trade, or industrial occupations. They participated in activities involving pairs and small groups. Students' vocational teachers were given occupational cluster-specific, problem-solving activities related to communicating with co-workers which could be implemented in their respective vocational areas.

Weeks 26 and 27

Objectives: To identify the characteristics of effective directions; to use a systematic approach to follow and give directions; to use effective communication skills to follow and give directions.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 7; LeScript II word-processing software; TRS-80 computers and output device.

Procedures: Students were introduced to the importance of using a systematic approach to giving and following directions. They practiced giving and following oral, written, and graphic directions.

Weeks 28 and 29

Objectives: To practice giving and following directions in occupation-specific situations; and to develop related cross-curricula activities with vocational teachers.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 7; LeScript II word-processing software; TRS-80 computers and output device.

Procedures: Students practiced giving and following oral, written and graphic directions in situations that might be found in agriculture; business and marketing; health; home economics; technical, trade, or industrial occupations. They participated in activities involving pairs, small groups and computer work. Students' vocational teachers were given occupational cluster-specific, problem-solving activities related to giving and following directions which could be implemented in their respective vocational areas.

Weeks 30 and 31

Objectives: To identify a specific audience and plan persuasive communication accordingly; to select and organize evidence to support point of view; and to evaluate others' points of view.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 9; LeScript II word-processing software; TRS-80 computers and output device.

Procedures: Students were introduced to the importance of persuasively presenting their points of view. They practiced tailoring a persuasive message to the needs and nature of their audience; followed steps to organize the message; identified and used evidence to support their argument; and they evaluated others' points of view.

Weeks 32 and 33

Objectives: To write and deliver effective persuasive messages in occupational-specific situations; and to develop related cross-curricula activities with vocational teachers.

Materials: Agency for Instructional Technology (1988) Applied Communication, Module 9; LeScript II word-processing software; TRS-80 computers and output device.

Procedures: Students practiced writing and delivering effective persuasive messages in situations that might be found in agriculture; business and marketing; health; home economics; technical, trade, or industrial occupations. They participated in activities involving pairs, small groups and computer work. Students' vocational teachers were given occupational cluster-specific, problem-solving activities related to writing and delivering persuasive messages.

Weeks 34 and 35 -

Objectives - To achieve closure and obtain exit data.

Materials - Group synthesis reports; English teachers, vocational teachers, and student surveys (See Appendices C-F); Tests of Adult Basic Education, Survey Edition Test (1987), and Job-O (1987).

Procedures - Groups prepared and presented synthesis reports. Implementer recapitulated the elements and general purpose of the practicum. Surveys and assessment tests were administered.

(5) Follow-up activities were accomplished in accordance with the project out-come.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The following strategies were implemented to solve the practicum problem, lack of integration between high school English and vocational education.

(1) **Collaboration between** English and vocational teachers was initiated, promoted and pursued by the implementer, in order to jointly improve mutual students' communication skills; (2) **cross-curricula activities** were developed and implemented; (3) the SCANS Report (1991) served as a basis for **reinforcing and evaluating communication skills** in the vocational areas; (4) **students' career directions** were explored in order to focus relevantly on communication skills; (5) **infusion of vocational relevancy into academics** resulted in an applied communication course; (6) **cooperative learning** and relevant problem-solving simulations were implemented to

encourage students to actively participate in their own skill building; (7) **computer technology** and literacy skills were incorporated into the curriculum and combined with cooperative learning in order to build students' technological, vocational and interpersonal skills; (8) **staff development** for administrators, counselors, English and vocational teachers occurred via brief presentations, accompanied by pertinent literature.

The following four measurable changes in behavior were expected to be found at the end of the practicum.

1. Students would demonstrate a minimum increase of 5% on the language section of the county version of the State Student Assessment Test, Part 1 (SSAT) (1985).

2. Teacher surveys would indicate that there had been collaboration and cross-curricula activities developed between target English classes and the vocational areas. (See Appendices C and D).

3. Student surveys (practicum participants) would indicate that English assignments were vocationally relevant, and communication skills were reinforced and evaluated in vocational classes (See Appendix F).

4. Participating students would drop-out 5% less than those students, enrolled in phase 2 /3 English classes but not involved in the practicum.

The first objective was measured by administering the language section of the county version of the State Student Assessment Test, Part 1 (SSAT)(1985). All subjects were tested on the fourth week of the practicum and then again on the final week. While 100 students entered the practicum program, exit data was available for only 63. Results are as follows:

Table 1

Deltas Between Mean Percentages of Entrance and Exit Scores of Language Section of the SSAT, Part 1.

	M of Entrance	M of Exit	Delta
Identify Word Meanings	88%	90%	2 %
Identify Prefix/Suffix Meanings	49%	67%	18 %
Sequence Events in Paragraph	72%	92%	20 %
Identify Word Meanings Contextually	76%	89%	13 %
Identify Referent Pronouns	76%	93%	17 %
Identify Cause/Effect	74%	89%	15 %
Make Subject and Verb Agreement	76%	84%	8 %
Use Appropriate Irregular Verbs	62%	77%	15 %
Generate Headings for Word Groups	78%	93%	15 %
Spell Words Needed in Writing	69%	87%	18 %
Apply Generalizations for Suffixes	71%	85%	14 %
Use Commas Appropriately	65%	70%	5 %
Use Apostrophe Appropriately	25%	25%	0 %
Capitalize Appropriately	78%	94%	16 %
Mean Percentage	**68 %**	**81 %**	**13 %**

Table 2

Pre- and Post Practicum Subject Scores on the SSAT, Part 1; and Deltas, Means and Standard Deviations of those Scores

Students	Pre-Pract. Raw Scores	Post-Pract. Raw Scores	Delta of Raw Scores	Students	Pre-Pract. Raw Scores	Post-Pract. Raw Scores	Delta of Raw Scores
1	46%	50%	4%	34	42%	38%	-4%
2	42%	40%	-2%	35	42%	42%	0%
3	46%	46%	0%	36	33%	33%	0%
4	2%	46%	44%	37	46%	50%	4%
5	42%	50%	8%	38	25%	40%	15%
6	42%	42%	0%	39	42%	42%	0%
7	29%	17%	-12%	40	19%	21%	2%
8	0%	38%	38%	41	46%	44%	-2%
9	50%	50%	0%	42	46%	42%	-4%
10	8%	50%	42%	43	33%	27%	-6%
11	33%	33%	0%	44	10%	40%	30%
12	46%	50%	4%	45	46%	38%	-8%
13	21%	46%	25%	46	33%	33%	0%
14	25%	42%	17%	47	50%	46%	-4%
15	10%	46%	36%	48	46%	44%	-2%
16	4%	46%	42%	49	31%	35%	4%
17	31%	42%	11%	50	38%	31%	-7%
18	25%	19%	-6%	51	42%	46%	4%
19	29%	38%	9%	52	46%	31%	-15%
20	35%	42%	7%	53	15%	35%	20%
21	42%	25%	-17%	54	35%	46%	11%
22	42%	42%	0%	55	0%	42%	42%
23	46%	44%	-2%	56	15%	42%	27%
24	42%	46%	4%	57	42%	46%	4%
25	50%	50%	0%	58	42%	33%	-9%
26	46%	40%	-6%	59	40%	40%	0%
27	50%	46%	-4%	60	38%	46%	8%
28	38%	42%	4%	61	15%	0%	-15%
29	42%	50%	8%	62	42%	46%	4%
30	25%	35%	10%	63	17%	27%	10%
31	4%	33%	29%				
32	38%	42%	4%	**Mean**	**17%**	**22%**	**5%**
33	50%	46%	-4%	**SD**	**15.45%**	**8.29%**	**7.16%**

The second objective was measured in three ways: 1) by comparing pre- and post-practicum survey results of English teachers; 2) by comparing pre- and post-practicum survey results of vocational teachers; and 3) by comparing combined English and vocational teachers' pre- and post practicum survey results of items 1 - 7 only. Results are as follows:

Table 3

Pre- and Post Practicum English Teachers' Survey Results

	Pre-Practicum	* % of 10	Post-Practicum	* % of 4
1. I worked with vocational teacher(s) this year to improve mutual students' language skills.				
a. agree +	0	0%	0	0%
b. agree	1	10%	1	25%
c. no opinion	1	10%	1	25%
d. disagree	1	10%	0	0%
e. disagree +	6	60%	3	75%
2. I feel comfortable going to a voc. teacher to discuss ways of improving mutual students' lang. skills.				
a. agree +	2	20%	0	0%
b. agree	4	40%	1	25%
c. no opinion	0	0%	1	25%
d. disagree	3	30%	1	25%
e. disagree +	0	0%	1	25%
3. I would be receptive to voc. teachers who want to discuss ways of improving mutual students' lang. skills.				
a. agree +	5	50%	2	50%
b. agree	4	40%	2	50%
c. no opinion	1	10%	0	0%
d. disagree	0	0%	0	0%
e. disagree +	0	0%	0	0%
4. Teaming with vocational teachers would benefit my students' application of language competencies.				
a. agree +	1	10%	0	0%
b. agree	4	40%	3	75%
c. no opinion	2	20%	1	25%
d. disagree	1	10%	0	0%
e. disagree +	2	20%	0	0%
5. I would be willing to give assignments which could be worked on jointly in my class and in a voc. class.				
a. agree +	5	50%	0	0%
b. agree	5	50%	3	75%
c. no opinion	1	10%	1	25%
d. disagree	2	20%	0	0%
e. disagree +	1	10%	0	0%

	Pre-Practicum	* % of 10	Post-Practicum	* % of 4
6. I would give class time to students whose voc. assignments may have practical application in my Eng. area.				
a. agree +	1	10%	0	0%
b. agree	3	30%	3	75%
c. no opinion	1	10%	1	25%
d. disagree	3	30%	0	0%
e. disagree +	2	20%	0	0%
7. I would be willing to work with a vocational teacher(s) in order to set up cross-curricula assignments.				
a. agree +	1	10%	1	25%
b. agree	6	60%	1	25%
c. no opinion	1	10%	2	50%
d. disagree	2	20%	0	0%
e. disagree +	0	0%	0	0%
8. My students understand how writing assignments relate to future jobs.				
a. agree +	5	50%	1	25%
b. agree	4	40%	1	25%
c. no opinion	0	0%	0	0%
d. disagree	1	10%	2	50%
e. disagree +	0	0%	0	0%
9. My students understand how reading assignments relate to future jobs and/or education.				
a. agree +	3	30%	1	25%
b. agree	6	60%	2	50%
c. no opinion	0	0%	0	0%
d. disagree	1	10%	1	25%
e. disagree +	0	0%	0	0%
10. My students understand how oral presentations relate to future jobs and/or education.				
a. agree +	6	60%	1	25%
b. agree	3	30%	3	75%
c. no opinion	0	0%	0	0%
d. disagree	1	10%	0	0%
e. disagree +	9	90%	0	0%

*** 10 pre-practicum English teachers' surveys were returned out of 16 distributed.**
*** 4 post-practicum English teachers' surveys were returned out of 16 distributed.**

Table 4
Pre- and Post Practicum Vocational Teachers' Survey Results

	Pre-Practicum	* % of 10	Post-Practicum	* % of 3
1. I worked with English teacher(s) this year to improve mutual students' language skills.				
a. agree +	0	0%	0	0%
b. agree	1	10%	1	33%
c. no opinion	2	20%	1	33%
d. disagree	0	0%	0	0%
e. disagree +	7	70%	0	0%
2. I feel comfortable going to an English teacher to discuss ways of improving mutual students' language skills.				
a. agree +	4	40%	1	33%
b. agree	2	20%	1	33%
c. no opinion	4	40%	1	33%
d. disagree	0	0%	0	0%
e. disagree +	0	0%	0	0%
3. I would be receptive to English teachers who want to discuss ways of improving mutual students' language skills.				
a. agree +	7	70%	2	67%
b. agree	3	30%	1	33%
c. no opinion	0	0%	0	0%
d. disagree	0	0%	0	0%
e. disagree +	0	0%	0	0%
4. Teaming with English teachers would benefit my students' application of language competencies.				
a. agree +	7	70%	2	67%
b. agree	3	30%	1	33%
c. no opinion	0	0%	0	0%
d. disagree	0	0%	0	0%
e. disagree +	0	0%	0	0%
5. I would be willing to give assignments which could be worked on jointly in my class and in an English class.				
a. agree +	7	70%	2	67%
b. agree	3	30%	1	33%
c. no opinion	0	0%	0	0%
d. disagree	0	0%	0	0%
e. disagree +	0	0%	0	0%
6. I would give class time to students whose English assignment may have practical application in my voc. area.				
a. agree +	7	70%	2	67%
b. agree	3	30%	1	33%
c. no opinion	0	0%	0	0%
d. disagree	0	0%	0	0%
e. disagree +	0	0%	0	0%
7. I would be willing to work with an English teacher(s) in order to set up cross-curricula assignments.				
a. agree +	8	80%	2	67%
b. agree	2	20%	1	33%
c. no opinion	0	0%	0	0%
d. disagree	0	0%	0	0%
e. disagree +	0	0%	0	0%
8. When given a writing assignment my students write in complete sentences.				
a. agree +	1	10%	0	0%
b. agree	1	10%	1	33%
c. no opinion	1	10%	1	33%
d. disagree	4	40%	1	33%
e. disagree +	2	20%	0	0%

	Pre-Practicum	* % of 10	Post-Practicum	* % of 3
9. When given a writing assignment my students use correct spelling.				
a. agree +	2	20%	1	33%
b. agree	2	20%	0	0%
c. no opinion	1	10%	0	0%
d. disagree	4	40%	1	33%
e. disagree +	1	10%	1	33%
10. When given a writing assignment my students use correct capitalization.				
a. agree +	2	20%	1	33%
b. agree	3	30%	0	0%
c. no opinion	1	10%	0	0%
d. disagree	4	40%	2	67%
e. disagree +	1	10%	0	0%
11. When given a writing assignment my students use correct punctuation.				
a. agree +	2	20%	1	33%
b. agree	0	0%	0	0%
c. no opinion	1	10%	0	0%
d. disagree	5	50%	2	67%
e. disagree +	1	10%	0	0%
12. When given a research assignment my students demonstrate appropriate fact-finding skills.				
a. agree +	0	0%	1	33%
b. agree	4	40%	0	0%
c. no opinion	0	0%	1	33%
d. disagree	2	20%	1	33%
e. disagree +	2	20%	0	0%
13. When given a research assignment my students demonstrate appropriate note-taking skills.				
a. agree +	0	0%	1	33%
b. agree	2	20%	0	0%
c. no opinion	0	0%	1	33%
d. disagree	4	40%	1	33%
e. disagree +	2	20%	0	0%
14. When given a research assignment my students demonstrate appropriate organizational skills.				
a. agree +	0	0%	1	33%
b. agree	3	30%	0	0%
c. no opinion	0	0%	1	33%
d. disagree	5	50%	1	33%
e. disagree +	1	10%	0	0%
15. When given a research assignment my students demonstrate appropriate compositional skills.				
a. agree +	0	0%	0	0%
b. agree	3	30%	0	0%
c. no opinion	1	10%	2	67%
d. disagree	3	30%	0	0%
e. disagree +	2	20%	1	33%
16. When given a reading assignment my students can interpret questions accurately.				
a. agree +	1	10%	0	0%
b. agree	6	60%	1	33%
c. no opinion	0	0%	0	0%
d. disagree	1	10%	2	67%
e. disagree +	1	10%	0	0%
17. When given a reading assignment my students can follow written instructions indendently.				
a. agree +	0	0%	0	0%
b. agree	6	60%	1	33%
c. no opinion	0	0%	0	0%
d. disagree	2	20%	2	67%
e. disagree +	1	10%	0	0%
18. When given a reading assignment my students can apply new vocabulary to assignments.				
a. agree +	0	0%	0	0%
b. agree	3	30%	2	67%
c. no opinion	1	10%	1	33%
d. disagree	3	30%	0	0%
e. disagree +	1	10%	0	0%

*** 10 pre-practicum vocational teachers' surveys were returned out of 13 distrubuted.**
*** 3 post-practicum vocational surveys were returned out of 13 distrubuted.**

Table 5

Pre- and Post Practicum English and Vocational Teachers' Survey Results Combined of Items 1-7

	Pre-Practicum	* % of 20	Post-Practicum	* % of 7
1. I worked with voc./Eng. teacher(s) this year to improve mutual students' language skills.				
a. agree +	0	0%	0	0%
b. agree	2	10%	2	29%
c. no opinion	3	15%	2	29%
d. disagree	1	5%	0	0%
e. disagree +	13	65%	3	43%
2. I feel comfortable going to a voc./Eng. teacher to discuss ways of improving mutual students' language skills.				
a. agree +	6	30%	1	14%
b. agree	6	30%	2	29%
c. no opinion	4	20%	2	29%
d. disagree	3	15%	1	14%
e. disagree +	0	0%	1	14%
3. I would be receptive to voc./Eng. teachers who want to discuss ways of improving mutual students' lang. skills.				
a. agree +	12	60%	4	57%
b. agree	7	35%	3	43%
c. no opinion	1	5%	0	0%
d. disagree	0	0%	0	0%
e. disagree +	0	0%	0	0%
4. Teaming with voc./Eng. teachers would benefit my students' application of language competencies.				
a. agree +	8	40%	2	29%
b. agree	7	35%	4	57%
c. no opinion	2	10%	1	14%
d. disagree	1	5%	0	0%
e. disagree +	2	10%	0	0%
5. I would be willing to give assignments which could be worked on jointly in my class and in a voc./Eng. class.				
a. agree +	8	40%	2	29%
b. agree	8	40%	4	57%
c. no opinion	1	5%	1	14%
d. disagree	2	10%	0	0%
e. disagree +	1	5%	0	0%
6. I would give class time to students whose voc./Eng. assignments may have practical application in my area.				
a. agree +	8	40%	2	29%
b. agree	6	30%	4	57%
c. no opinion	1	5%	1	14%
d. disagree	3	15%	0	0%
e. disagree +	2	10%	0	0%
7. I would be willing to work with a voc./Eng. teacher(s) in order to set up cross-curricula assignments.				
a. agree +	9	45%	3	43%
b. agree	8	40%	2	29%
c. no opinion	1	5%	2	29%
d. disagree	2	10%	0	0%
e. disagree +	0	0%	0	0%

*** 20 pre-practicum English/vocational teachers' surveys were returned out of 29 distributed.**

*** 7 post-practicum English/vocational teachers' surveys were returned out of 29 distributed.**

The third objective was measured by comparing pre- and post-practicum survey results of target students. Results are as follows:

Table 6

Pre- and Post Practicum Student Survey Results

	Pre-Practicum	% of 72	Post-Practicum	% of 64
1. I am presently enrolled in one or more vocational classes.				
a. Yes	57	79%	57	89%
b. No	13	18%	7	11%
2. I have used vocabulary words, learned in English classes, in my vocational classes.				
a. often	9	13%	15	23%
b. sometimes	27	38%	28	44%
c. seldom	11	15%	12	19%
d. never	22	31%	9	14%
3. Writing assignments in English classes prepared me for writing in my vocational classes.				
a. often	10	14%	8	13%
b. sometimes	17	24%	25	39%
c. seldom	13	18%	18	28%
d. never	29	40%	13	20%
4. Rdg. assignments in Eng. classes prepared me for following written instructions in voc. classes.				
a. often	12	17%	15	23%
b. sometimes	15	21%	21	33%
c. seldom	15	21%	17	27%
d. never	27	38%	11	17%
5. Research assignments in Eng. classes helped me with research assignments in my voc. classes.				
a. often	14	19%	13	20%
b. sometimes	9	13%	15	23%
c. seldom	13	18%	19	30%
d. never	33	46%	17	27%
6. Reading/writing assignments or class discussions in English classes centered around careers.				
a. often	9	13%	13	20%
b. sometimes	13	18%	26	41%
c. seldom	19	26%	16	25%
d. never	29	40%	9	13%
7. Writing assignments are given in my vocational classes.				
a. often	10	14%	12	19%
b. sometimes	13	18%	25	39%
c. seldom	19	26%	11	17%
d. never	29	40%	16	25%
8. My vocational teacher grades writing assignments for grammar and spelling as well as content.				
a. often	9	13%	13	20%
b. sometimes	9	13%	18	28%
c. seldom	17	24%	15	23%
d. never	34	47%	18	28%
9. Reading assignments are given in my vocational classes.				
a. often	17	24%	15	23%
b. sometimes	15	21%	27	42%
c. seldom	20	28%	17	27%
d. never	18	25%	5	8%
10. Research assignments are given in my vocational classes.				
a. often	3	4%	8	13%
b. sometimes	14	19%	14	22%
c. seldom	15	21%	26	41%
d. never	37	51%	16	25%

* 72 pre-practicum student surveys were returned out of 100 distributed
* 64 post-practicum student surveys were returned out of 68 distributed

The fourth objective was measured by reviewing school drop-out records at the end of the 1991-'92 school year. Drop-out rate of students involved in the practicum program was compared to that of students in all other English classes. Results are as follows:

Table 7

Practicum Student Drop-out Compared to Students enrolled in other English Classes

	Other Students	Practicum Students
10th Grade	1%	0%
11th Grade	.5%	0%
12th Grade	.5%	0%

Finally as a result of daily planning, record keeping, statistical analysis of test and survey results, as well as the keeping of a daily journal in which routine as well as unexpected occurrences were recorded, a model curriculum for an applied communication program evolved.

Discussion

There were positive measurable changes in practicum participants' behavior. Functional literacy test scores, surveys and drop-out rate showed improvement. As expected, students demonstrated a Mean increase of 5% on the language section of the county version of the State Student Assessment Test, Part 1 (SSAT) (1985).

Although 50% of the English teachers surveyed indicated that they had not collaborated with vocational teachers, 100% reported that they would be receptive to do so. In general, English teachers reported that their students did not have a clear understanding of how English related to their futures.

On the other hand, 100% of the vocational teachers surveyed reported that they had worked with English teacher(s) and that they were receptive to continue to do so. Although the vocational teachers indicated that they perceived some improvement in their students' communication skills (pre- and post-practicum), in general, a good deal of concern

about their students' language skills continued to permeate their responses.

While the combined English/vocational teachers' survey of items 1-7 indicated that some integration/collaboration had taken place, results pointed to the fact that teachers were more encouraged by possibilities for future collaboration than they were with what had already occurred.

Pre- and post-practicum student surveys showed improved integration on all items, indicating that English assignments had been vocationally relevant, and that communication skills had been reinforced and evaluated in vocational classes.

Official school records indicated that none of the 100 original practicum students dropped out of school, while there was a nearly 1% drop-out rate for students enrolled in other English classes. Attrition rate, therefore, of the practicum participants, from 100 to 64, is attributed to necessary class changes, school transfers, and/or graduations at semester break and throughout the year.

Finally, based on informal responses from the students as well as the implementer's own subjective observations of degrees of student cognitive engagement, it can be concluded that student interest and motivational levels to improve langauge skills increased.

The eight solution-strategies posed by the literature, and chosen by the writer, proved successful and indicated congruent findings.

For example **collaboration**, as supported by Wircenski and West (1990), was not administratively mandated or accommodated, but informal implementation by the writer and interested vocational teachers proved successful in jointly improving mutual students' communication skills.

Rosenstock's (1991) advocacy of **cross-curricula activities** as a strategy for integration lead to complementary assignments from which students could make connections -- assignments which fulfilled course standards in both English and the vocational areas.

Although not widely implemented by the vocational teachers during the practicum period, the SCANS Report offered a beginning basis for **reinforcing and evaluating communication skills** in the vocational areas.

The work of Mikulecky (1988) and Sticht (1980) support **career direction** as a solution-strategy. It was found in their studies as well as in this practicum that when students were able to investigate their occupational interests, they were better able to focus relevantly on communication skills.

Infusing vocational relevancy into academics was a solution-strategy posed by Grubb and Norton (1991) and

supported by the results of this practicum. A model applied communication course was thus developed in which required texts were adapted and supplemented with vocationally relevant materials.

The Johnson and Johnson model of **cooperative learning and relevant problem-solving** simulations encouraged students to actively participate in their own skill building. Results were positive, fulfilled practicum expectations, and were congruent with the research.

McCarthy (1989) and Peyton (1989) outlined the benefits of using **computer technology** to integrate curriculum. The practicum participants also found that computer literacy was not only an important aspect of the work arena, but that it could provide interesting, hand-on, classroom experiences. Combined with the cooperative learning models, the incorporation of the computer contributed in building practicum students' technological, vocational and interpersonal skills.

Finally, Bottoms (1989) and Adelman's (1989) support of **staff development** as a strategy for integration was a small, but certainly important aspect of the positive practicum results. Although some formal orientation to the program took place, most staff development occurred by virtue of collaborative efforts with the vocational department which

heightened their awareness of improving mutual students' language skills.

Recommendations

Based on the positive results of the practicum program, it is recommended that the solution strategies implemented for year-one of this applied communication course be expanded to a complete secondary school language arts curriculum. The program should emphasize career direction and orientation while linking "real world" relevancy to communication skill-building. Cooperative learning, technology literacy and hands-on problem-solving models should underlie the methodology for this three year program.

Concurrently, to insure greater integration of vocational and academic education, school-wide, it is the recommendation of Gray (1991) and this writer that restructuring of the secondary school be considered. A school-wide plan should be implemented in which the elements of integration can be accommodated without the traditional secondary school design barriers. Restructuring of this kind would facilitate team teaching, foster technology education in all content areas, encourage global concept rather than single skill-building,

insure relevancy and provide "workplace know-how" (SCANS, 1991).

In order to increase student exposure to the work-place, it is recommended that a longer course include opportunities for students to visit and apprentice in business and industries related to their career objectives. It is also suggested that partnerships be established in which individuals from business and industry act as consultants to the program facilitators, keeping them current with industry standards.

While it seems unlikely that schools will ever be current with the latest technologies, students and teachers can certainly be exposed to them through their business partners and through comprehensive technology education programs.

Finally, staff development must be an intrinsic part of facilitating school-wide integration of academic and vocational education. Although this practicum included a minimum of staff development, it was not sufficiently comprehensive to affect change in all of the academic and vocational areas.

Practicum results are scheduled to be disseminated at the 1992 Florida Vocational, Adult and Community Education Conference in Orlando, Florida and at the 1992 Society of Women Engineers Conference also in Orlando, Florida. Additional presentations are planned but not yet scheduled.

Copies of this report shall be disseminated to secondary

school administrators and language arts teachers, district-wide, who have expressed an interest in modeling the program at their work setting. Distribution shall be followed-up with curriculum support and coaching where needed.

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APPENDIX A

BASIC SKILLS IN ENGLISH IV
CURRICULUM

12th Grade Skills Sample Syllabus

READING	WRITING	LISTENING/SPEAKING/OBSERVING	STUDYING/RESEARCHING
1st Six Weeks Overview of text: *Professional Manual*, 4. *Scope*, Section 1. Appearance and Reality. *WordPak* Lessons 1-6.	Process of Writing *BES*, 86; *Scope*, 81. Sentence Structure *BES*, 466.	Cooperative Response Groups *Scope*, T30. Film: *Elephant Man*. *Scope* Audio: *Not Waving But Drowning* and *False Security*.	Use graphic organizer *PM*, 18. Cooperatively research historical background of various selections.
2nd Six Weeks *Scope* Sections: 2 & 3. Justice & Relationships. Outside reading, rf. LA Guide. *WordPak* Lessons 7-12.	Writing the Paragraph *BES*, 109. Agreement *BES*, 597, 629.	Share findings of research on folk tales. Film: *The Quiet Man*. *Scope* Audio Tape: *War*.	Research folk tales. Use graphic organizer *PM* 19, with *War*. Theme *Scope*, 225.
3rd Six Weeks *Scope* Sections: 4 & 5. Artists at Work & Discovery. *WordPak* Lessons 13-18.	Paragraphs in different modes *BES*, 149. Using Language Skills to Plan Your Future *BES*, 366.	Practicing job interviews *Scope*, T59. Film: *My Fair Lady*. *Scope* Audio: *Digging* and *The Thoughtfox*.	Rewrite a Greek myth *Scope*, 273. Research the topic of quilts *Scope*, 273. Test-taking *BES*, 348. Note-taking skills, rf. LA Guide.
4th Six Weeks *Scope* Sections: 6 & 7. Love & Survival. *WordPak* Lessons 19-24.	Write poetry from personal experience *Scope*, 91. Research paper *BES*, 247, rf. LA Guide.	Share personal poems in response groups. *Scope* Audio: *Meeting at Night, Parting at Morning, Mild Attack of Locusts*.	Research for a documented paper MLA format, rf. LA Guide.
5th Six Weeks *Scope* Sections: 8 & 9. Choices & The Unknown. Outside reading, rf. LA Guide. *WordPak* Lessons 25-30.	Review of a literary work *Scope*, 563; *BES*, 210. Personal experience writing.	*Scope* Audio: *To the Virgins to Make Much of Time, To His Coy Mistress, Demon Lover*.	Word Study using graphic organizers *PM*, 8. Study of communications related to careers.
6th Six Weeks *Scope* Sections: 10 & 11. Ambition & Shakespeare's *Macbeth*. *WordPak* Lessons 31-36.	Analyzing a poem, "Ozymandias" *Scope*, 598; *BES*, 226.	*Scope* Audio: *Rocking Horse Winner*. Film: *Macbeth*	Background study of Shakespeare's England using cooperative learning groups.

Legend: ***Building English Skills, Purple Level -- BES; Professional Manual -- PM; Scholastic Scope Literature Level 6 -- Scope***

This sample syllabus is a suggested approach to management of time and materials. Specific activities can be substituted with correlated ideas.

SOMETHING TO THINK ABOUT: 'From contemplation one may become wise, but knowledge comes only from study.' A. Edward Norton

ENGLISH SKILLS IV (1001390)

After successfully completing this course, the student will--

OUTCOMES

- **demonstate critical comprehension of both literature and English language development.**
- **write, using all stages of the writing process and the conventions of standard written English.**
- **interact in cooperative settings through listening, speaking, and observing.**
- **use the thinking processes to integrate the language arts with other curricular and extracurricular experiences.**

During the course, the student will:

Reading

Literature

- Compare works of various literary genres and their elements.
- Relate specific themes to Western culture.
- Relate literature to real-life experiences.
- Relate major works and authors to their cultural, historical, and social settings.

Comprehension

- Before reading, review, preview, and note organizational patterns and predict outcomes.
- During reading, evaluate important information.
- After reading, summarize and evaluate information from diverse segmentst.
- Distinguish between fact and opinion and generate original examples of each.
- Express the main idea stated or implied of reading selections of various genres.
- Analyze causal relationships stated or implied in various genres.

Vocabulary

- Demonstrate understanding of selected reading vocabulary through written and spoken assignments.
- Recognize and use synonyms and antonyms appropriately.
- Practice vocabulary through the use of analogies.
- Spell and use words from a selected list.

Writing

Composing Process

- Apply the writing process-- prewriting, composing, responding, revising, and sharing-- in producing written assignments.
- Using logical thought patterns, write in different modes, including exposition, narration, description, and persuasion.
- Write for personal satisfaction and exploration.
- Use and understand available technology for the writing process.
- Write a review of a live or filmed performed art.

Conventions

- Write a variety of paragaphs and proofread for mechanical and grammatical correctness.
- Generate a coherent essay for a specific audience.
- Complete common forms, and write a resumé.
- Write business letters and messages supplying necessary information in standard format.
- Write a set of clear directions.

Listening/Speaking/Observing

- Integrate listening, speaking, and observing skills in a variety of cooperative settings.
- Participate in oral classroom activities using clear articulation, appropriate pronunciation, and standard conventions.
- Design, deliver, and evaluate brief oral presentations to include dramatization, interpretation, and persuasion.
- Evaluate and analyze a variety of audiovisual presentations.
- Construct and present an argument using elements of propaganda.

Studying/Researching

Studying

- Analyze and logically organize information.
- Apply available technology for storing, retrieving, and using data.
- Compare appropriate information from a variety of graphics.
- Use effective note-taking techniques.
- Plan for tests and demonstrate effective test-taking techniques.

Researching

- Retrieve and process information using a variety of references.
- Write a report or present a paper documenting information from a minimum of three sources using research techniques and MLA format.
- Investigate the importance of communication skills in careers.

12 BOOKLIST

CONTENT --constructing meaning • organizing • storing •
PROCESS --scientific inquiry • problem solving • decision making • composing • oral discourse = THINKING

The books on this list are recommended in any of a variety of sources, including *The Senior High School Library Catalog*, *The ALA (American Library Association) Best Books for Young Adults*, *The Paideia Program*, *NCTE (National Council of Teachers of English) Books for You*, and other ALA and NCTE book lists. **It is expected that teachers will read in advance every book used for whole-class or group instruction. It is also advised that a list of individual choices should be made available to parents for signature so that students can choose alternate selections if necessary.**

FICTION

ATWOOD, MARGARET	*CAT'S EYE*
ATWOOD, MARGARET	*HANDMAID'S TALE*
AUSTEN, JANE	*PRIDE AND PREJUDICE*
BRADLEY, MARION ZIMMER	*THE MISTS OF AVALON*
BRONTE, CHARLOTTE	*JANE EYRE*
BRONTE, EMILY	*WUTHERING HEIGHTS*
BURGESS, ANTHONY	*CLOCKWORK ORANGE*
BUTLER, SAMUEL	*THE WAY OF ALL FLESH*
CARROLL, LEWIS	*ALICE'S ADVENTURES IN WONDERLAND*
CHOPIN, KATE	*THE AWAKENING*
CONRAD, PAM	*MY DANIEL*
CONROY, PAT	*THE PRINCE OF TIDES*
ELIOT, GEORGE	*SILAS MARNER*
FIELDING, HENRY	*TOM JONES*
FORSTER, E.M.	*A ROOM WITH A VIEW*
FORSTER, E.M.	*A PASSAGE TO INDIA*
GARCIA-MARQUEZ, GABRIEL	*LOVE IN THE TIME OF CHOLERA*
GARCIA-MARQUEZ, GABRIEL	*ONE HUNDRED YEARS OF SOLITUDE*
GARDNER, JOHN C.	*GRENDEL*
GOLDING, WILLIAM	*LORD OF THE FLIES*
GREENE, GRAHAM	*THE HEART OF THE MATTER*
GREENE, GRAHAM	*THE POWER AND THE GLORY*
HARDY, THOMAS	*TESS OF THE D'URBERVILLES*
HARDY, THOMAS	*THE MAYOR OF CASTERBRIDGE*
HARDY, THOMAS	*THE RETURN OF THE NATIVE*
HEINLEIN, ROBERT	*STRANGER IN A STRANGE LAND*
HELLER, JOSEPH	*CATCH 22*
HERBERT, FRANK	*DUNE SERIES*
HESSE, HERMAN	*STEPPENWOLF*
HUXLEY, ALDOUS	*BRAVE NEW WORLD*
IRVING, JOHN	*A PRAYER FOR OWEN MEANY*
JOYCE, JAMES	*DUBLINERS*
JOYCE, JAMES	*A PORTRAIT OF THE ARTIST AS A YOUNG MAN*
KOESTLER, ARTHUR	*DARKNESS AT NOON*
LAWRENCE, D.H.	*SONS AND LOVERS*

SOMETHING TO THINK ABOUT: 'The oldest books are still only just out to those who have not read them.' Samuel Butler

12 BOOKLIST

LE CARRE, JOHN	*SMILEY'S PEOPLE*
LEWIS, C.S.	*THE SCREWTAPE LETTERS*
MAUGHAM, SOMERSET	*OF HUMAN BONDAGE*
ORWELL, GEORGE	*1984*
PILCHER, ROSAMUND	*THE SHELL SEEKERS*
PIRSIG, ROBERT	*ZEN AND THE ART OF MOTORCYCLE MAINTENANCE*
SHELLEY, MARY GODWIN	*FRANKENSTEIN*
STEVENSON, ROBERT LOUIS	*THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE*
THOMAS, DYLAN	*PORTRAIT OF THE ARTIST AS A YOUNG DOG*
TOWNSEND, SUE	*THE ADRIAN MOLE DIARIES, A NOVEL*
TYLER, ANNE	*THE ACCIDENTAL TOURIST*
WAUGH, EVELYN	*BRIDESHEAD REVISITED*
WAUGH, EVELYN	*THE LOVED ONE*
WHITE, E.B.	*ONCE MORE TO THE LAKE*
WHITE, T.H.	*THE ONCE AND FUTURE KING*
WHITE, T.H.	*THE SWORD IN THE STONE*
WILDE, OSCAR	*THE PICTURE OF DORIAN GRAY*
WOOLF, VIRGINIA	*MRS. DALLOWAY*
WOOLF, VIRGINIA	*TO THE LIGHTHOUSE*

SOMETHING TO THINK ABOUT: "The oldest books are still only just out to those who have not read them." Samuel Butler

12 BOOKLIST

NONFICTION

ADAMS, DOUGLAS	*LAST CHANCE TO SEE*
BOSLOUGH, JOHN	*STEPHEN HAWKING'S UNIVERSE*
BRAITHWAITE, E.R.	*TO SIR, WITH LOVE*
BRONOWSKI, JACOB	*THE ASCENT OF MAN*
BRONOWSKI, JACOB	*THE CREATIVE MIND*
CARPENTER, HUMPHREY	*TOLKIEN: A BIOGRAPHY*
CLARK, KENNETH	*CIVILISATION*
CLARK, RONALD W.	*FREUD: THE MAN AND THE CAUSE*
CONROY, PAT	*THE WATER IS WIDE*
CONWAY, JILL KERR	*THE ROAD FROM COORAIN*
DURANT, WILL	*THE STORY OF PHILOSOPHY*
FURLONG, MONICA	*MERTON: A BIOGRAPHY*
GAY, PETER	*FREUD: A LIFE FOR OUR TIME*
GILL, DEREK L.	*QUEST: THE LIFE OF ELIZABETH KUBLER-ROSS*
HELLMAN, LILLIAN	*THREE: AN UNFINISHED WOMAN, PENTIMENTO, SCOUNDREL*
MANCHESTER, WILLIAM	*THE LAST LION: WINSTON SPENCER CHURCHILL: VISIONS OF GLORY, 1874-1932*
MARIUS, RICHARD	*THOMAS MORE: A BIOGRAPHY*
PECK, SCOTT M.	*ROAD LESS TRAVELED*
TUCHMAN, BARBARA	*THE PROUD TOWER*
TUCHMAN, BARBARA	*A DISTANT MIRROR*

APPENDIX B

ENGLISH II, PHASE 3
CURRICULUM

10th Grade Intermediate Sample Syllabus

READING	WRITING	LISTENING/SPEAKING/OBSERVING	STUDYING/RESEARCHING
1st Six Weeks *Classics in World Literature* Section 1: The Ancient East. Focus: Themes and Elements. *WordPak* Lessons 1-6. *TWP*, 604.	Description *TWP*, 142. Personal Narrative *TWP*, 162. Writing about characters *CWL*, 990. Parts of Speech *TWP*, 388.	Listening and speaking skills *TWP*, 646. Cooperative dialogue *CWL*, 21, 26. AV: *The Bible as Literature* 16 mm 12-0668.	Contrasting cultures *CWL*, 109. Research origins of language. Reading time lines *CWL*, 2 and 41. The Library *TWP*, 690.
2nd Six Weeks *CWL* Section 2: The Classical World. Focus: Hero. *WordPak* Lessons 7-12. *TWP*, 620.	Developing style *CWL*, 982; *TWP*, 4. Writing about drama *CWL*, 1000. Writing letters *CWL*, 135; *TWP*, 632. Sentence Parts *TWP*, 443.	Participate in group storytelling *CWL*, 212. Cooperatively write a narrative. Design literary map *CWL* 121. Film: *Quest*, 12-0475.	Research Trojan archaeological digs/ historical findings. Map skills *CWL*, 121. Researching pictures *CWL*, 161.
3rd Six Weeks *CWL* Section 3: The Middle Ages and Section 4: The Renaissance. Focus: Rebirth. *WordPak* Lessons 13-18.	Persuasive writing *CWL*, 984;*TWP*, 210. Writing about plot and plot devices *CWL*, 988. Expository writing *TWP*, 183. Phrases *TWP*, 462.	Cooperative plot, diagram. Audio: Medieval music. Films: *The Tempest, Man of La Mancha.*	Research elements of the Medieval World or the Renaissance World. Test-taking skills *TWP*, 662. Writing notes and summaries *CWL*, 986.
4th Six Weeks *CWL* Section 5: Neo-Classicism and Section 6: Romanticism and Realism. Focus: Revolt against Tradition. *WordPak* Lessons 19-25.	Irony and satire *CWL*, 1004. Choosing words, *TWP*, 96. Point of view *CWL*, 992. Writing about a period or trend *CWL*, 1008. Clauses *TWP*, 475.	Dramatize conflict: Literary or personal. Contemporarize literary characters for a story or drama. Films: *A Tale of Two Cities, The Hunchback of Notre Dame.*	Research national anthems of the world and their origins. Critical thinking skills *CWL*, 701.
5th Six Weeks *CWL* Section 7: Modernism. Focus: Alienation. *WordPak* Lessons 26-30.	Writing about nonfiction *CWL*, 1010. Writing an essay *TWP*, 232. Writing about theme *CWL*, 994. Combining Sentences *TWP*, 111.	Cooperative dialogue, *CWL*, 769; *TWP*, 312. Films: *All Quiet on the Western Front*, VC 0095. Classic Short Stories, VT-190, *The Bet*, VC-0067.	Collect and organize articles from a variety of sources on human rights issues.
6th Six Weeks *CWL* Section 8: Recent Lit. Focus: Conflict. *WordPak* Lessons 31-36.	Writing about symbolism *CWL*, 1006. Writing a short story *TWP*, 332. Comparing/Contrasting, *CWL*, 936. Modifiers *TWP*, 534.	Readers' Theater *CWL*, 903. Debating Issues, *CWL*, 903. Films: Selections from *The Color Purple, What's Riding Hood without the Wolf?* 16 mm 08-517.	Report on contemporary writer or artist. Writing a research report *TWP*, 252.

Legend: ***Classics in World Literature--CWL; Thinking and Writing Processes--TWP; VT--Videotape; VC--Videocassette***

This sample syllabus is a suggested approach to management of time and materials. Specific activities can be substituted with correlated ideas.

SOMETHING TO THINK ABOUT: The art of teaching is the art of assisting discovery. Mark Van Doren

10 INTERMEDIATE

ENGLISH II (1001340)

OUTCOMES

After successfully completing this course, the student will--

- demonstate analytical comprehension of both world literature and informal works through reading and vocabulary strategies.
- write a variety of compositions, using all stages of the writing process and the conventions of standard written English.
- interact in cooperative settings through listening, speaking, and observing.
- use the thinking processes to integrate the language arts with other curricular and extracurricular experiences.

During the course, the student will:

Reading

Literature

- Recognize and examine literary works of various literary genres and their elements.
- Understand the use of literary terminology.
- Identify recurring themes and concerns in world literature.
- Compare cultural values as reflected in world literature.
- Relate literature to real-life experiences.

Comprehension

- Before reading, review, preview, and note organizational patterns and predict outcomes.
- During reading, analyze important information.
- After reading, summarize and evaluate ideas from selections.
- Distinguish between fact and opinion providing examples of each.
- Identify the topic and theme stated or implied in a reading selection.
- Recognize cause and effect and predict probable outcomes.
- Compare and contrast ideas from diverse works.

Vocabulary

- Identify and use selected reading vocabulary through dictionary skills, context clues, and etymology.
- Recognize and use selective synonyms and antonyms.
- Identify word relationships in analogies.
- Spell and use words from a selected list.

10 INTERMEDIATE

CONTENT --constructing meaning • organizing • storing •
PROCESS --scientific inquiry • problem solving • decision making • composing • oral discourse = THINKING

Writing

Composing Process

- Practice the writing process individually and cooperatively: prewriting, composing, responding, revising, and sharing.
- Using logical thought patterns, write in different modes: exposition, narration, description, and persuasion.
- Write for personal satisfaction and exploration.
- Understand and use available technology for the writing process.
- Respond to literature and film by writing papers of comparison and contrast.

Conventions

- Write a variety of compositions and proofread for mechanical and grammatical correctness.
- Write letters for specific purposes.
- Practice summary writing.

Listening/Speaking/Observing

- Apply listening, speaking, and observing in a variety of cooperative settings.
- Participate in and plan oral classroom activities using clear articulation, appropriate pronunciation, and standard conventions.
- Prepare and deliver oral presentations to include process, demonstration, and dramatization.
- Observe and respond to a variety of audiovisual presentations.
- Recognize and give examples of propaganda in media presentations.

Studying/Researching

Studying

- Organize information logically.
- Apply available technology for storing, retrieving, and using data.
- Interpret information from a variety of graphics.
- Practice effective note-taking skills.
- Demonstrate effective test-taking techniques for both objective and essay tests.

Researching

- Select information in the library from a variety of references.
- Write a documented report with information from at least three references, using the MLA format.
- Investigate the importance of communication skills in careers.

SOMETHING TO THINK ABOUT: A good book is the best of friends, the same today and for ever. Martin Farquhar Tupper

10 BOOKLIST

NONFICTION

AMORY, CLEVELAND	*THE CAT WHO CAME FOR CHRISTMAS*
ANDRONIK, CATHERINE M.	*QUEST FOR A KING: SEARCHING FOR THE REAL KING ARTHUR*
AXLINE, VIRGINIA MAE	*DIBS IN SEARCH OF SELF*
BODE, JANET	*NEW KIDS ON THE BLOCK: ORAL HISTORIES OF IMMIGRANT TEENS*
CALLAHAN, STEVEN	*ADRIFT: SEVENTY-SIX DAYS LOST AT SEA*
DORRIS, MICHAEL	*THE BROKEN CORD*
ELDER, LAUREN	*AND I ALONE SURVIVED*
FOSSEY, DIAN	*GORILLAS IN THE MIST*
FRENCH, A.P.	*EINSTEIN: A CENTENARY VOLUME*
GUNTHER, JOHN	*DEATH BE NOT PROUD*
HERRIOT, JAMES	*ALL CREATURES GREAT AND SMALL*
HERSEY, JOHN	*HIROSHIMA*
HEYERDAHL, THOR	*KON-TIKI: ACROSS THE PACIFIC BY RAFT*
JENKINS, PETER	*ACROSS CHINA*
KEROUAC, JACK	*ON THE ROAD*
KINGSTON, MAXINE HONG	*THE WOMAN'S WARRIOR: MEMOIRS OF A GIRLHOOD AMONG GHOSTS*
KOEHN, ILSE	*MISCHLING SECOND DEGREE: MY CHILDHOOD IN NAZI GERMANY*
LANKER, BRIAN	*I DREAM A WORLD: PORTRAITS OF BLACK WOMEN WHO CHANGED THE WORLD*
LOPEZ, BARRY	*ARCTIC DREAMS: IMAGINATION AND DESIRE IN A NORTHERN LANDSCAPE*
MANDELA, WINNIE	*PART OF MY SOUL WENT WITH HIM*
MATHABANE, MARK	*KAFFIR BOY: THE TRUE STORY OF A BLACK YOUTH'S COMING OF AGE ...*
MELMAN, YOSSI	*MASTER TERRORIST: THE TRUE STORY OF ABU NIDAL*
MILTON, JOYCE	*MARCHING TO FREEDOM: STORY OF MARTIN LUTHER KING, JR.*
SALISBURY, HARRISON E.	*TIANANMEN DIARY*
SHEVCHENKO, ARKADY	*BREAKING WITH MOSCOW*
THEROUX, PAUL	*RIDING THE IRON ROOSTER*
THEROUX, PAUL	*THE GREAT RAILWAY BAZAAR*
THOMAS, LEWIS	*LIVES OF A CELL*
TURNLEY, DAVID C.	*WHY ARE THEY WEEPING? SOUTH AFRICANS UNDER APARTHEID*
WOODS, DONALD	*BIKO*
YEAGER, CHUCK AND LEO JANOS	*CHUCK YEAGER: AN AUTOBIOGRAPHY*

FICTION

ACHEBE, CHINUA	*THINGS FALL APART*
ADAMS, DOUGLAS	*THE HITCHHIKER'S TRILOGY*
BALLARD, J.G.	*EMPIRE OF THE SUN*
BORGES, JORGE LUIS	*THE ALEPH AND OTHER STORIES*
BRADBURY, RAY	*DANDELION WINE*
BRADBURY, RAY	*FARENHEIT 451*
BRIDGERS, SUE ELLEN	*PERMANENT CONNECTIONS*
BRIDGERS, SUE ELLEN	*SARA WILL*
BUCK, PEARL	*THE GOOD EARTH*
CAMUS, ALBERT	*THE STRANGER*
CARD, ORSON SCOTT	*ENDER'S GAME*
CARD, ORSON SCOTT	*SEVENTH SON*
CARD, ORSON SCOTT	*SPEAKER FOR THE DEAD*
CATHER, WILLA	*DEATH COMES FOR THE ARCHBISHOP*
CATHER, WILLA	*MY ANTONIA*
CHRISTIE, AGATHA	*AND THEN THERE WERE NONE*
CHRISTIE, AGATHA	*DEATH ON THE NILE*
CHRISTIE, AGATHA	*MURDER ON THE ORIENT EXPRESS*
CHRISTIE, AGATHA	*WITNESS FOR THE PROSECUTION*
CISNEROS, SANDRA	*THE HOUSE ON MANGO STREET*
CLANCY, TOM	*PATRIOT GAMES*
CLANCY, TOM	*THE HUNT FOR RED OCTOBER*
CLARK, MARY HIGGINS	*WHERE ARE THE CHILDREN?*
CLAVELL, JAMES	*SHOGUN*
CRAVEN, MARGARET	*I HEARD THE OWL CALL MY NAME*
CRICHTON, MICHAEL	*ANDROMEDA STRAIN*
DICKENS, CHARLES	*A TALE OF TWO CITIES*

The books on this list are recommended in any of a variety of sources, including *The Senior High School Library Catalog, The ALA (American Library Association) Best Books for Young Adults, The Paideia Program, NCTE (National Council of Teachers of English) Books for You,* and other ALA and NCTE book lists. **It is expected that teachers will read in advance every book used for whole-class or group instruction. It is also advised that a list of individual choices should be made available to parents for signature so that students can choose alternate selections if necessary.**

10 BOOKLIST

CONTENT --constructing meaning • organizing • storing • PROCESS --scientific inquiry • problem solving • decision making • composing • oral discourse • THINKING

DICKINSON, PETER	*EVA*
DINESEN, ISAK	*OUT OF AFRICA*
DU MAURIER, DAPHNE	*REBECCA*
DUMAS, ALEXANDER	*THE COUNT OF MONTE CRISTO*
EDDINGS, DAVID	*THE BELGARIAD*
FLAUBERT, GUSTAVE	*MADAME BOVARY*
FRANK, PAT	*ALAS, BABYLON*
GARCIA-MARQUEZ, GABRIEL	*TALE OF A SHIPWRECKED SAILOR*
GOLDMAN, WILLIAM	*THE PRINCESS BRIDE*
GORDIMER, NADINE	*A SOLDIER'S EMBRACE*
HERSEY, JOHN	*A SINGLE PEBBLE*
HERSEY, JOHN	*THE CHILD BUYER*
HERSEY, JOHN	*THE WALL*
HESSE, HERMAN	*SIDDHARTHA*
HOPE, ANTHONY	*PRISONER OF ZENDA*
HUGO, VICTOR	*LES MISERABLES*
KAFKA, FRANK	*THE METAMORPHOSIS*
L'AMOUR LOUIS	*LAST OF THE BREED*
LORD, BETTE B.	*SPRING MOON*
MACHIAVELLI	*THE PRINCE*
MARKANDAYA, KAMALA	*NECTAR IN A SIEVE*
MISHIMA, YUKIO	*SOUND OF WAVES*
MOWAT, FARLEY	*NEVER CRY WOLF*
MURPHY, PAT	*THE CITY, NOT LONG AFTER*
ORCZY, BARONESS	*SCARLET PIMPERNEL*
ORWELL, GEORGE	*ANIMAL FARM*
PASTERNAK, BORIS	*DR. ZHIVAGO*
PATON, ALAN	*CRY THE BELOVED COUNTRY*
PRINGLE, TERRY	*THE PREACHER'S BOY*
RAND, AYN	*ATLAS SHRUGGED*
RAND, AYN	*THE FOUNTAINHEAD*
REMARQUE, ERICH MARIA	*ALL QUIET ON THE WESTERN FRONT*
SAINT-EXUPERY, ANTOINE DE	*THE LITTLE PRINCE*
SAYERS, DOROTHY	*THE NINE TAILORS*
SHUTE, NEVIL	*A TOWN LIKE ALICE*
SHUTE, NEVIL	*ON THE BEACH*
STOKER, BRAM	*DRACULA*
STRAUB, PETER	*GHOST*
STRAUB, PETER	*MYSTERY*
TAN, AMY	*THE JOY LUCK CLUB*
TAN, AMY	*THE KITCHEN GOD*
THACKERAY, WILLIAM M.	*VANITY FAIR*
TOKIEN, J.R.R.	*THE LORD OF THE RINGS*
TOLKIEN, J.R.R.	*THE HOBBIT*
TOLSTOY, LEO	*ANNA KARENINA*
WELLS, H.G.	*WAR OF THE WORLDS*
WHITE, ROBB	*DEATHWATCH*
WIESEL, ELIE	*THE NIGHT TRILOGY: NIGHT, DAWN, THE ACCIDENT*

APPENDIX C

VOCATIONAL TEACHERS' SURVEY AND RESULTS

Vocational Teachers' Survey and Results Evidencing Lack of Integration between the English and Vocational Areas

On attached bubble sheet, please include your vocational area. It is not necessary to give your name. Answer each question by indicating:
a - for strong agreement b - for moderate agreement c - for no opinion d - for moderate disagreement e - for strong disagreement

[Ten surveys out the 13 distributed were returned.]

1. I worked with teacher(s) in the English department this school year in order to find ways in which mutual students' language skills could be improved. **[a-0; b-1; c-2; d-0; e-7]**
2. I feel comfortable going to an English teacher to discuss ways in which mutual students' language skills could be improved. **[a-4; b-2; c-4; d-0; e-0]**
3. I would be receptive to English teachers who want to discuss ways in which mutual students' language skills could be improved. **[a-7; c-0; d-0; e-0]**
4. Teaming with English teachers would benefit my students' application of language competencies. **[a-7; b-3; c-0; d-0; e-0]**
5. I would be willing to give assignments which could be worked on jointly in my class and in an English class, and which would fulfill course standards in both areas. **[a-7; b-3; c-0; d-0; e-0]**
6. I would be willing to give class time to students whose English assignment may have practical application in my vocational area, and which would fulfill course standards in both areas. **[a-7; b-3; c-0; d-0; e-0]**
7. I would be willing to work with an English teacher(s) in order to set up cross-curricula assignments. **[a-8; b-2; c-0; d-0; e-0]**

When given a writing assignment, my students:

8. write in complete sentences.
   [a-1; b-1; c-1; d-4; e-2]
9. use correct spelling. **[a-2; b-2; c-1; d-4; e-1]**
10. use correct capitalization. **[a-2; b-3; c-1; d-4; e-1]**
11. use correct punctuation. **[a-2; b-0; c-1; d-5; e-1]**

When given a research assignment my students:

12. demonstrate appropriate fact finding skills.
    [a-0; b-4; c-0; d-2; e-2]
13. demonstrate appropriate note-taking skills.
    [a-0; b-2; c-0; d-4; e-2]
14. demonstrate appropriate organizational skills.
    [a-0; b-3; c-0; d-5; e-1]
15. demonstrate appropriate compositional skills.
    [a-0; b-3; c-1; d-3; e-2]

When given a reading assignment my students:

16. can interpret questions accurately.
    [a-1; b-6; c-0; d-1; e-1]
17. can follow written instructions independently.
    [a-0; b-6; c-0; d-2; e-1]
18. can apply new vocabulary to assignments.
    [a-0; b-3; c-1; d-3; e-1]

APPENDIX D

ENGLISH TEACHERS' SURVEY AND RESULTS

English Teachers' Survey and Results Evidencing Lack of Integration between the English and Vocational Areas

On bubble sheet, please include courses/phases which you teach. It is not necessary to give your name. Answer each question by indicating:
a - for strong agreement b - for moderate agreement c - for no opinion d - for moderate disagreement e - for strong disagreement

[Ten surveys out the 16 distributed were returned.]

1. I have worked with teacher(s) in the vocational department this school year in order to find ways in which mutual students' language skills could be improved. **[a-0; b-1; c-1; d-1; e-6]**
2. I feel comfortable going to vocational teachers to discuss ways in which mutual students' language skills could be improved. **[a-2; b-4; c-0; d-3; e-0]**
3. I would be receptive to vocational teachers who want to discuss ways in which mutual students' language skills could be improved. **[a-5; b-4; c-1; d-0; e-0]**
4. Teaming with vocational teachers would benefit my students' application of language competencies. **[a-1; b-4; c-2; d-1; e-2]**
5. I would be willing to give assignments which could be worked on jointly in my class and in a vocational class, and which would fulfill course standards in both areas. **[a-5; b-5; c-1; d-2; e-1]**
6. I would be willing to give class time to students whose vocational assignments may be refined in my academic area, and which would fulfill course standards in both areas. **[a-1; b-3; c-1; d-3; e-2]**
7. I would be willing to work with vocational teachers in order to set up cross-curricula assignments. **[a-1; b-6; c-1; d-2; e-0]**

8. My students understand how writing assignments relate to future jobs and/or education.
[a-5; b-4; c-0; d-1; e-0]
9. My students understand how reading assignments relate to future jobs and/or education.
[a-3; b-6; c-0; d-1; e-0]
10. My students understand how oral presentation assignments relate to future jobs and/or education.
[a-6; b-3; c-0; d-1; e-9]

APPENDIX E

ENGLISH AND VOCATIONAL TEACHERS' SURVEY AND RESULTS - ITEMS 1-7

English and Vocational Teachers' Survey and Results Evidencing Lack of Integration between the English and Vocational Areas - Items 1-7

On attached bubble sheet, please include your vocational/English area. It is not necessary to give your name. Answer each question by indicating: a - for strong agreement b - for moderate agreement c - for no opinion d - for moderate disagreement e - for strong disagreement

[Twenty surveys out the 29 distributed were returned.]

1. I worked with teacher(s) in the English/vocational department this school year in order to find ways in which mutual students' language skills could be improved. **[a-0; b-2; c-3; d-1; e-13]**
2. I feel comfortable going to an English/vocational teacher to discuss ways in which mutual students' language skills could be improved. **[a-6; b-6; c-4; d-3; e-0]**
3. I would be receptive to English/vocational teachers who want to discuss ways in which mutual students' language skills could be improved. **[a-12; b-7; c-1; d-0; e-0]**
4. Teaming with English/vocational teachers would benefit my students' application of language competencies. **[a-8; b-7; c-2; d-1; e-2]**
5. I would be willing to give assignments which could be worked on jointly in my class and in an English/vocational class, and which would fulfill course standards in both areas. **[a-8; b-8; c-1; d-2; e-1]**
6. I would be willing to give class time to students whose English/vocational assignment may have practical application in my vocational area, and which would fulfill course standards in both areas. **[a-8; b-6; c-1; d-3; e-2]**
7. I would be willing to work with an English/vocational teacher(s) in order to set up cross-curricula assignments. **[a-9; b-8; c-1; d-2;e-0]**

APPENDIX F

STUDENTS' SURVEY AND RESULTS

Students' Survey and Results Evidencing Lack of Integration between the English and Vocational Areas

Please answer the following questions honestly. Do not put your name on the answer sheet. However, it would be helpful if you listed the vocational and English classes in which you are presently enrolled. Thank you.

[Seventy-two surveys out of 100 distributed were returned.]

1. I am presently enrolled in one or more vocational classes.
   a. yes - **57**
   b. no - **13**

2. I have used vocabulary words, learned in English classes, in my vocational classes.
   a. often - **9**
   b. sometimes - **27**
   c. seldom - **11**
   d. never - **22**

3. Writing assignments in English classes prepared me for writing assignments in my vocational classes.
   a. often - **10**
   b. sometimes - **17**
   c. seldom -**13**
   d. never - **29**

4. Reading assignments in English classes prepared me for following written instructions in my vocational classes.
   a. often - **12**
   b. sometimes - **15**
   c. seldom - **15**
   d. never - **27**

5. Research assignments in English classes helped me with research assignments in my vocational classes.
   a. often - **14**
   b. sometimes - **9**
   c. seldom - **13**
   d. never - **33**

6. Reading assignments, writing assignments or class discussions in English classes centered around careers.
   a. often - **9**
   b. sometimes - **20**
   c. seldom - **22**
   d. never - **19**

7. Writing assignments are given in my vocational classes.
   a. often - **10**
   b. sometimes - **13**
   c. seldom - **19**
   d. never - **29**

8. My vocational teacher grades writing assignments for grammar and spelling as well as content.
   a. often - **9**
   b. sometimes - **9**
   c. seldom - **17**
   d. never - **34**

9. Reading assignments are given in my vocational classes.
   a. often - **17**
   b. sometimes - **15**
   c. seldom - **20**
   d. never - **18**

10. Research assignments are given in my vocational classes.
    a. often - **3**
    b. sometimes - **14**
    c. seldom - **15**
    d. never - **37**

APPENDIX G

PRACTICUM OVERVIEW/ORIENTATION FOR ENGLISH AND VOCATIONAL TEACHERS, COUNSELORS AND ADMINISTRATORS

MEMO

To: Administrators, Counselors, English Teachers and Vocational Teachers

From: Alex Penn

Re: Integration of Academic and Vocational Education

Date: September 17, 1991

As part of the county Blue Print for Career Development, and to assure academic and vocational integration as stated in the Carl D. Perkins Act, a pilot program has been developed.

The **problem** which this program addresses is lack of integration between vocational and academic (specifically English) education.

Solution strategies which will be used are:

1) collaboration between academic and vocational teachers;
2) developing and implementing cross-curricula activities;
3) communication skills assessment in vocational classes;
4) developing student career direction; 5) infusing vocational relevancy into academics; 6) facilitating cooperative learning;
7) utilizing computer technology; and 8) staff development.

The goal of the program is to integrate high school English and vocational education. Over an eight month implementation period, **it is expected that** (1) participants will demonstrate functional literacy with respect to their specific vocational objectives; (2) a plan which will enable vocational and English teachers to integrate their subject areas will be developed and implemented; (3) a model curriculum for an applied English course will be developed and implemented; (4) a plan to evaluate vocationally-related communication skills will be developed and implemented; and (5) as a result of goal-specific successes, participating students shall experience a reduced drop-out rate.

I look forward to working with you, and may be asking for your advice from time to time. Attached are BASICS resource materials for your specific area, explaining integration of academic and vocational education. If you have questions or would like more information, I'd be happy to help!

APPENDIX H

MEMO TO VOCATIONAL TEACHERS LISTING MUTUAL STUDENTS AND REQUESTING OPTIMUM TIME OF THE DAY FOR CONFERENCING

MEMO

TO: Vocational teachers

FROM: Alex Penn

RE: Mutual students

DATE: September 24, 1991

Please note that the following students are attending your vocational classes and are also in the pilot English classes in which vocational and academic (language) education is being integrated.

(List of mutual students)

I will be following-up on their academic (English) progress in your classes; and I would also like to ask your advise about developing cross-curricula activities for them. Please let me know what time of day is most convenient for us to meet briefly.

The most convenient time(s) to meet with you is(are):

Day(s)_____Time(s):_____

Name: _____

APPENDIX I

ORIENTATION MEMO TO PARENTS

MEMO

To: Parents
From: Alex Penn, English Teacher
Subject: Applied English Program
Date: October 1, 1991

Your son/daughter is part of an English program which is attempting to draw on "real world" occupational examples as the basis for developing practical communication skills.

Besides participating in lessons from their regular literature texts, students in this program are:

1. Researching career opportunities and interests.
2. Understanding how English relates to the workplace.
3. Learning to spell and define occupational terms.
4. Learning how communication skills (listening, speaking, reading and writing) are used in the workplace.
5. Practicing reading and writing with an occupational purpose.
6. Using their English skills in their vocational classes.
7. Using word-processing to complete writing assignments.

If you were not able to make an appointment to see me on parent/teacher night and have any questions about your child's program or progress, I would be pleased to meet with you between 2:00 and 3:00 p.m. any week day.

Please indicate when you would like an appointment and sign.

Date: _____ Time: _____

I would not like to meet at this time _____
Parent Signature

APPENDIX J

MEMO TO VOCATIONAL TEACHERS LISTING MUTUAL OBJECTIVES

To: Vocational Teachers
From: Alex Penn
Re: Mutual Course Objectives
Date: October 22,1992

The following course objectives or standards, common to both of our study areas, are ones around which cross-curricula activities may be developed.

Drafting - Introduction

02.01 -.04 Demonstrate positive human relationship and leadership skills.
04.01 - Define terms related to computer parts and usage.

Drafting - Intermediate

02.01 -.04 Demonstrate positive human relationship and l leadership skills.
04.01 - Define terms related to computer parts and usage.
03.01 - Apply basic English skills while completing selected written and verbal technological assignments.

I will occasionally be asking students to carry-over assignments into your study area. These should never interfere with, or take precedent over, your lesson. One such assignment, for example, shall be note-taking - a valuable and practical communication skill in any area. I will soon require that students take notes in your class. They will ask you to verify their note-taking with your signature and then return them to me for a grade.

Please let me know if there is an objective for which you see the need to develop a cross-curricula activity. I would be happy to work on it with you.

Mutual Objectives in Other Vocational Areas

Practical Key-board Skills

01.05- Key and edit business letters and envelopes.
01.06 - Key and edit interoffice memoranda.
04.01 - Locate and record information found in dictionaries.
04.02 - Spell and define words.
04.03 - Follow oral and written instructions

Typewriting I/ Fundamentals

03.05 - Type business letters and envelopes.
03.06 - Type interoffice memoranda.
07.06 - Locate and record information retrieved from written resources.
07.03 - Follow oral and written instructions.
10.01 - Complete employment forms.
10.03 - Compose and type a letter of application and a resume.
12.01 - Choose appropriate action in a situation requiring application of business ethics.

Business Comp. Applications

07.06 - Compose and keyboard a letter of application.
07.07 - Compose and keyboard a resume.
18.01 - Choose appropriate action in a situation requiring application of business ethics.

Office Procedures

07.04 - Compose and type business correspondence and related documents.
07.05 - Participate in group discussion.
10.04 -.09 Perform job application activities.

Drafting - Introduction

02.01 -.04 Demonstrate positive human relationship and leadership skills.
04.01 - Define terms related to computer parts and usage.

Drafting - Intermediate

02.01 -.04 Demonstrate positive human relationship and leadership skills.
04.01 - Define terms related to computer parts and usage.
03.01 - Apply basic English skills while completing selected written and verbal technological assignments.

Power and Energy/ Introduction and Intermediate

02.01 -.04 Demonstrate positive human relationships and leadership skills.
02.01 - Apply basic English skills while completing selected written and verbal technological assignments.
04.01 -.04 Demonstrate computer literacy and application.

Electronics/ Introduction and Intermediate

02.01 -.04 Demonstrate positive human relationships and leadership skills.
03.01 - Apply basic English skills while completing selected written and verbal technological assignments.
04.01 -.04 Demonstrate computer literacy and application.

Construction

02.01 -.04 Demonstrate positive human relationships and leadership skills.
02.01 - Apply basic English skills while completing selected written and verbal technological assignments.
04.01 -.04 Demonstrate computer literacy and application.

Diversified Cooperative Training I

01.05 - Prepare a resume and letter of application.
01.06 - Complete a job application.
02.01 -.09 Demonstrate proficiency in applying basic communication skills.
04.06 - Identify roles and responsibilities of members.
04.07 - Work cooperatively as a to achieve organizational goals.

Diversified Cooperative Training II

02.03 - Prepare and deliver a speech to an audience.
02.07 - Write effective business letters and memorandum.
05.05 - Demonstrate the steps necessary for solving problems and making decisions.

05.06 - Set personal goals and develop a plan of action to achieve those goals.
06.01 - Define basic computer terminology.
06.02 - Operate a computer by performing the steps necessary to produce a hard copy.

OJT

10.06 - Communicate effectively with customers and clients.
10.07 - Communicate effectively with employers and coworkers.
10.09 - Demonstrate decision-making and problem-solving skills.
11.02 - Follow directions.

Principles of Food Preparation

05.04 - Work cooperatively as a group member to achieve organizational goals.
05.07 - Develop personal growth project.

Principles of Clothing Construction

02.10 - Interpret and follow guide sheet.
03.04 - Work cooperatively as a group member to achieve organizational goals.
03.07 - Develop personal growth project.

Nutrition and Food Choices

01.05 - Identify careers related to food.
05.01 - Interpret and use recipes.
06.04 - Work cooperatively as a group member to achieve organizational goals.
06.07 - Develop personal growth project.

Commercial Art II

B. 1. - Demonstrate skills in communicating messages using a broad range of ideas.
B. 4. - Demonstrate skills in preparing a presentation for a client.

Aerospace Science I - IV

1. Know the purpose of leadership education.
2. Know how to study and manage time.
3. Know the process of verbal communication and recognize some of the barriers to effective communication.
4. Know the techniques for improving research skills through professional reading, creative thinking, and problem-solving procedures.
5. Know the procedure for effective written and oral communication.
6. Know about ACT/SAT College Board examinations and/or Armed Services Vocational Aptitude Battery (ASVAB) testing to enhance the chances of realizing interim career goals.

7. Understand major principles for finding a job, the job interview, and practical job survival skills.
8. Demonstrate competence in writing, speaking, and listening.